

**COMMUNITY PARTICIPATION IN MANAGING  
PUBLIC SECONDARY SCHOOLS: A CASE STUDY OF WARD-BASED SCHOOLS  
IN THE MOROGORO REGION, TANZANIA**

**By**

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## ABSTRACT

This study provides an understanding of community participation (CP) roles and experiences in managing public secondary schools by exploring the context, methods, perspectives, and motivation strategies to enhance their engagement. The research draws on a *multiple nested case study methodology* that uses semi-structured individual and focused group interviews, participant observation, and documentary review. These methods *helped to* explore the experiences of the 139 research actors as they describe their practices, the value of their participation, barriers they encounter, and motivation strategies set to enhance this approach under the policy context. A thematic analysis *approach* adopted to analyse, interpret, and discuss findings is presented in a descriptive summary.

Findings reveal that the participation of communities is predominantly passive and very low. However, it is widely an enthusiastic approach that adds resources that improve the schools' functioning, also building social cohesion between schools and the surrounding community. Local government and school leaders' strategies to enhance CP do not offer the community power and influence in decision-making, openness, and transparency, leading to deep mistrust and internal contradictions. In contrast, schools largely remain in trouble due to limited government resources input in managing the schools.

This study's insights should inform the future research agenda related to CP in public school leadership and identify barriers to active community engagement in managing education in their localities. The study presented strategic motivation arrangements that enable SGBs, heads of schools, and local government authorities (LGAs) to enhance more planned and active CP. These include support legislation in place, appreciation, showcase elements of collaborations, embedding with empowerment, and openness to build trust. An explicit participatory team management model (PTMM) for a robust democratic school governance architecture, which supports an authentic community voice in managing schools through placing CP into the action cycle, is also proposed. PTMM should empower communities to build a sense of owning the schools and effectively improve schools for quality education.

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## **ABBREVIATIONS AND ACRONYMS**

CAMFED	- Campaign for female education
CP	- Community participation
CPAC	- Community action cycle
DSEO	- District secondary education officer
ETP	- Education and training policy of Tanzania
FGI	- Focus group interview
LGA	- Local government authority
MAED	- Master of Arts in Education
WBSS	- Public ward-based secondary schools
REO	- Regional education officer
SBM	- School board meeting
SEDP	- Secondary education development plan/project
SGB	- School governing board
SMT	- School management team
WDC	- Ward development council
WEO	- Ward executive officer

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## **DEDICATION**

This work is dedicated to my daughters Hasca, Rahma, Swabra, Shadyah, and my sons Ayman and Razaq for allowing me to pursue this PhD programme at the expense of their well-being. They have supported me tirelessly.

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## **CHAPTER ONE**

### **Introduction and background of the study**

#### **1.1 Introduction**

This study explored the state of CP in managing public secondary schools under Tanzania's education policy context as communities' contributions and experiences in managing the schools in their localities were not known. Therefore, the study responded to a common emphasis that, in managing schools, teamwork divides the task but multiplies success (Kydd *et al.*, 2008). To ensure people receive quality education is a goal of all countries worldwide; to meet this goal, schools must have necessary resources all (Humpheries and Rowe, 1996). Unfortunately, most public schools in developing countries, e.g., in Tanzania, are under-resourced due to limited government resources. Thereby, as they do not function well, many students fail their examinations and miss out on excellent future opportunities. However, in line with government efforts, local communities can be empowered to share the roles and experiences of managing schools in their localities under the education policy context. Tanzania's current education policy (URT, 2014), alongside its earlier version of 1995, stipulates that, in line with the government's cost-sharing effort in expanding public secondary education and ensuring quality education, community members nearby should participate in establishing and managing schools.

Responding to the policy guidance, communities established public secondary schools in each ward locality (hereafter known as WBSS) in Tanzania and many developing countries (Seni, 2013). Such guidance marked the need for community members' potential inclusion to participate in managing the schools to improve them collaboratively. Although researchers report widely on CP in building public secondary schools in most ward localities (Azaveli and Galabawa, 2012),

CP in managing the schools and clearing the constraints is lacking (UNESCO, 2012; HakiElimu, 2007). This study intended to develop an understanding of the overall context, methods, and perspectives on the value of CP and motivation strategies put in place to enhance this approach in managing public secondary schools, reflecting the existing situation in Tanzania.

## **1.2 The background and context of the research**

"One of the main reasons for a detailed description of the research settings is to instil an in-depth understanding of behaviour and beliefs in the specific context of the research setting" (Becker *et al.*, 2012:123). This reason supports the need to establish the background and context of this inquiry. This section explored the experience of CP in education in Tanzania. Simultaneously, the third chapter covers its detailed history across the world and provides a brief clarification of the CP concept as per the context of this study.

***Community participation (CP):*** Although many people interpret this concept as an approach in various ways depending on the context, the most common consideration sits on people sharing ethnic, racial, religious belonging and any social development role (Uemura, 1999). Here, the approach implies the local society living near the school, sharing educational concerns for student welfare. The focus rests on the societies' (individuals, families, community-based organisations (CBOs), non-government organisations (NGOs), institutions, and parent groups) support of school leadership and improvement as a partner with other actors in managing public schools. In these circumstances, CP, therefore, refers to a sustainable family/community/school partnership that results in what Epstein (1995:705) calls the 'school caring community'.

According to this study's focus, the CP approach implies engaging local communities as a whole rather than considering only the traditional students' parent-teacher association (PTA) in managing

their local public secondary schools. This approach concurs with Bray's (2003) emphasis that community members collaborate with the government to ensure that the school provides quality education to their children. Since parents are part of the community, some local authorities and school heads consider traditional parental engagement in school decisions as CP. However, this is a delusion of the CP approach as practically it comprises different actors. Epstein and Voorhis (2010) clarified that CP consists of some communities who gain formal status by forming NGOs, CBOs, local financial institutions, and parent support groups (PSG), which operate in partnership with the government while some individuals stand alone in supporting school leadership and improvement under government guidance. In this respect, most community members who make their voices heard and have collective decisions do not have formal bodies. Still, they form part of the school governing bodies' membership (Hodgson *et al.*, 2010) through their representatives. Also, they use local community meetings to discuss public school development issues. Fitriah *et al.* (2013) establish that most local meetings are conducted in the school setting as they discuss the actual school context altogether despite their heterogeneity in their perspectives (Khalfan, 2010) and personal stance.

This study's predominant focus is on the contribution of the community, how they participate, their perspectives on the value of their participation, and what motivation strategies will enhance their active cooperation in managing such public schools in their ward localities. The latter informs the study's essence, proposing a PTMM that includes the community, the schools, government, and international donors who see each other as partners and work together for sustainable school improvement for students' success. However, the utility of CP in establishing public secondary schools in each ward locality has expanded over the last 20 years (Machumu, 2011) as an alternative approach to extend limited government resources in implementing the secondary

education development plan (SEDP). That SEDP aimed to achieve what Tanzania's education policy insisted on in each ward locality countrywide to have at least one public secondary school (URT, 2004). The plan focused on increasing opportunities for young people to attend secondary education in both rural and urban areas for their prospects. It achieved this goal in terms of increased enrolment of pupils who pass the primary school leaving examination (PSLE) (URT, 2010; World Bank, 2010b). But the schools' quality concern is highly debatable (HakiElimu, 2013), yet the government alone has failed to manage them (Hodgson et al., 2010) appropriately.

Research has corroborated more interest on the status of human resources, infrastructures, and teaching-learning resources as the significant constraints in managing public ward-based secondary schools in developing countries such as Tanzania (URT, 2013a; Khalfan, 2010). However, since most governments fail to provide the schools' necessary resources, they rely heavily upon a range of internal (various school clubs/groups, PTA) and external partnerships (government, NGOs, and local communities) (Miller, 2018c). Some researchers have widened the scope of educational leadership into incorporating community members in managing public schools, which places more emphasis on the corporate social responsibility (CSR) of resourcing schools (Coleman, 2008) rather than relying solely on the government (Winkler and Gershberg, 2003). Active CP could foster strong cooperation between community members, NGOs, schools, and the government (Mosha, 2006) as partners (Bamberger, 1991). They are responsible for widening the human and resource capital, which school leaders can tap into to initiate and facilitate school improvement (Miller, 2018c) to ensure a conducive teaching-learning environment (Leithwood and Riehl, 2005) for students' success. This approach seems a critical agenda in education reforms in developing countries (Harris, 2008). The new government macro-policy in Tanzania emphasises, among other things, an increased role for community volunteers. Thereby,

the introduction of cost-sharing measures (Bottery, 2004) – participatory construction and school leadership practices – necessitated a review and restructuring of the entire education system (HakiElimu, 2007; URT, 1995). It is vital to have active CP in managing the schools, their views, and physical effort on cost-sharing, construction, students' discipline control, improving education delivery, and making school improvement possible (Zacchia *et al.*, 2009). This setting meets the challenges of the Millennium Development Goals (MDGs) as described in the National Strategy of Growth and Reduction of Poverty (NSGRP) and the Development Vision of 2025 of Tanzania (URT, 2012; Bregman, 2005) under the following education policy context:

"Urban, district, town, municipal, city councils and authorities, NGOs, local communities, and public institutions shall be encouraged and given incentives to establish, own, manage and administer at least one secondary school in each ward (Kata) in their areas of jurisdiction" (URT, 1995:40).

The assertion above rests on the focused needs and objectives spearheading the demand and response to implement the 1962 Education Act with legalised changes through the Education Act of 1978 that insisted on making local authorities and communities responsible for the construction and management of public schools (URT, 2010).

In the broader scope, the expansion of secondary education under the SEDP experienced a strong political will, excellent public support, and active CP because they were well informed, sensitised, and mobilised (Kambuga, 2013; World Bank, 2010a; URT, 2009). Interestingly, communities devoted their energy to manual works like making bricks, collecting stones, raising funds for cement, paying labourers, desks, and roofing. Also, masonry and carpenters volunteered to build classrooms and roofing the schools (UNESCO, 2005a and 2005b). Thereby, each parent was responsible for sharing the costs of developing school construction projects (Ichikael, 2012; Machumu, 2011).

However, some researchers (UNESCO, 2012; Khalfan, 2010; Stoner *et al.*, 2006) show that the existing public WBSS in Sub-Saharan Africa, including Tanzania, is worse in terms of textbooks, reference books, libraries and laboratories, laboratory equipment and chemicals. They do not have enough teachers, classrooms, school land for sports and games, pupils' transport, hostels, staff housing, and health facilities (UNESCO, 2011; URT, 2010). Also, the schools' experiences increase students' misconduct. Yet, the actual per capita expenditure on education has been declining as evidenced by the deterioration in school quality (HakiElimu, 2013), academic performance, and clearing teaching and non-teaching staff arrears, and other claims (World Bank, 2010a; Oketch and Rolleston, 2007). However, Tanzania's education policy instructs: "Ministries, district councils and wards responsible for education and training shall devolve their responsibilities of managing public schools to lower organs and close by communities" (URT, 2010:13). This statement implies that the central objective and strategy of the updated SEDP implementation 2010-2017 rests on retrieving active CP to play a crucial role in managing public secondary schools' operation. The task of parents, teachers and the wider community altogether focus on improving the schools (Ranson, 2011).

Although the evaluation reports of SEDP from 2004 to date remain silent on CP's issue in managing the schools (Khalfan, 2010), the government's effort solely failed to improve the schools (URT, 2012; World Bank, 2008). Henceforth, there is a high need for CP to achieve the goal of establishing schools quickly. Educational studies broadly acknowledge that community members are pivotal to the success of public WBSS as they successfully created the schools (Unterhalter, 2009) through their efforts (Galabawa, 2005). While research on this remains relatively limited in scale and scope, it has sustained curiosity and analysis on the participation of communities in supporting school leaders (HakiElimu, 2008). As the state of CP in managing these schools in



Tanzania is unknown, this study intends to explore and develop a clear understanding of the context of CP, methods, perspectives, and motivation strategies set to enhance their cooperation.

### **1.3 Rationale for this study**

This section clarifies why CP seems a necessary approach in school leadership and improvement as per this study focus. This part unveils explicit debate in the global practice perspectives on the efficacy of CP in school leadership.

#### **1.3.1 Why CP seems a necessary approach in managing public schools and school improvement**

Since a school is an indispensable site for social development (Wedgwood, 2007), in some local communities in countries, including Tanzania, there may be only one or two public secondary school(s) in the local community. Notably, the school(s) must have resources (physical, human, and financial) on demand. Effective collaborative and consultative school leadership is a potential resource in making appropriate school decisions and partnership building set to improve school academic performance and education quality for students' success. School leadership is arguably the second most crucial factor in the success or failure of schools. In contrast, school leaders have a pivotal role in improving school efficiency and transforming national education systems through schooling (Miller, 2018b:1). It is widely recognised by leaders and researchers as complicated and challenging (Miller, 2018a:165).

As the reduced government funding for education, notwithstanding the establishment of public schools' leadership processes (free schools in the UK) in developing countries, largely depends on national education budget allocation, making quality education (better value and results) a concern. While local communities (consumers) and students (the need) demand quality education and the

best academic results, many schools do not function well, and some risk the threat of closure due to tight fiscal constraints (UNESCO, 2016). Without engaging local communities, schools cannot prosper because they maximise minimal government resources in serving those schools.

CP is an enthusiastic approach that predominantly sees the successful establishment of at least one public secondary school in each ward locality in the most developing countries. As the governments are financially incapable of solely establishing the schools and serving them accordingly (Miller, 2018c), it is inevitable that, without CP, such ward localities could not have even one public secondary school (URT, 2018a). Msila (2016) finds that unless schools enrol increasing student numbers from primary schools, they could lose their bright future. However, school improvement for quality education remains a concern for all. As active CP using their resources successfully established the schools (Kambuga, 2013), this inquiry seeks to enhance the same community support in managing school improvement for student success. Unfortunately, the schools currently are not functioning well, and they need the same resources.

Nevertheless, when it comes to the question of extending community/school' *pragmatic partnership*' into '*strategic partnership*' (Miller, 2018c), some may argue that CP in establishing local public schools is one thing, but for them to participate in managing the schools is something else as the schools demand more from them to do it without disturbing the instructive professional school leadership. Thus, it is not necessary for them to manage the schools (although they participated in building them) since most community members are not only not school leadership professionals, but also not everyone can be a school leader (Bush, 2011). However, they can provide support to improve the schools. Arguably, the reasons that reinforced community/government/school *pragmatic partnerships* in establishing the schools are the same reasons though based on *strategic collaboration*. Without engaging local communities'

participation in the school leadership, schools cannot achieve their mission and goal of providing quality education. Nonetheless, if the schools rely heavily upon a range of internal and external partners/partnerships to be successful from the input by parent associations and the entire community living near the school to the industry (Miller, 2016), engaging CP becomes an integral approach:

- Without it, minimal government resources in schools for school improvement shall remain not maximised predominantly in the face of ongoing school budget cuts from the national education budget share (Tarabin, 2010) unless engaging community inputs matters.
- It is worse when changing national priorities and education policy contexts demand more from schools, including increasing student numbers in public primary and secondary schools (Miller, 2018b). The government alone cannot afford to achieve the goal without active CP.
- This context enforces school leaders to be entrepreneurial and market-oriented as well as partnership-oriented. Miller's (2018a; 2018c) findings from the 16 countries worldwide argue that school leaders, as they experience complex and challenging school contexts, alternatively operate the schools in a network with other communities locally and internationally. They see each other 'as partners', as a 'school caring community' (Epstein, 1995:705) for students' success.
- They widen human expertise and resources capital in expanding school infrastructure, serve classroom curriculum as guest speakers, and are a learning resource to the students.

Therefore, active engagement of the surrounding local communities leads to sustainable leadership and school improvement.

### **1.3.2 Global practice perspectives on the efficacy of the approach of CP in school leadership and school improvement**

CP has increasingly been an international research agenda. Interestingly, although most research evidence unveils a shared experience of how it has been an instrumental approach across various local community development projects in the global north and south, some still debate its efficacy. The debate remains whether it can be a realistic approach for education and school improvement. However, as establishing schools is meant to provide education services within particular communities for their social development (Miller, 2018c), the schools and the local population cannot be separated. Parents and the entire community's concerns rest on ensuring their children receive a quality education as they learn from their families, school, and outside their families for their future. Hence, we should not underestimate the various degree of responsibility taken by each actor as none can solely take 100% responsibility for educating students (Uemura, 1999). In turn, it is a CSR that school leaders must practise entrepreneurial and partnership-oriented leadership (Miller, 2017) to make a bridge between them and the community (including parents of students) to maximise each actor's contribution in improving schools for students' success. Nonetheless, "as increasingly educational leaders face tremendous pressure to demonstrate that every child for whom they are responsible is achieving success" (Shields, 2004:109), the leaders are expected to:

"Develop learning communities, take advice from parents and the entire local communities, engage them in collaborative and consultative decision-making and resolve conflicts. Also, attend to the needs and requests of the participating families/ communities with diverse cultural, ethnic, and socio-economic backgrounds" (Miller, 2018a:165).

Based on the global north perspectives, the assertion above corresponds with Arnstein's (1969) 6th-8th degree of citizen power that promotes partnership, delegated authority, and citizen control

in her' *ladder of participation* model', which implies that under a decentralisation policy, the fully devolved power and opportunity blend multiple relevant initiatives including community voice and initiatives being part of the decision-making teams, making the achievement of school goals (Epstein and Voorhis, 2010; Sirianni, 2009) and objectives easier. However, the open system context matters for CP in working under the contingent model (Scott, 1987) of school leadership. This model addresses school leaders having an open-door policy in managing the school as per the context, allowing collective actions (Murphy and Torre, 2015). The community will have the freedom to practice their initiatives, diverse skills, and knowledge to help school leaders improve student learning.

In terms of the CP approach's contextual utility, the way it works in the global north and south varies. Governments in the global north (developed countries such as the USA, UK, Japan, Australia, Germany etc.) responsibly guide local communities and provide them with funds upon request to build community capacity in developing their initiatives as a learning resource in supporting free schools and academies. Through local authorities' platforms, they identify problems, discuss, and work in partnership with education leaders, which guarantees quality education (Sheldon, 2010). In the global south (developing countries in Africa, Asia, and Latin America), education policy instructs school leaders to forge partnerships both internally (various school clubs/groups, e.g., PTA) and externally (local authorities, families, and the entire community). The policy, however, targets maximising limited governments' human, physical, and financial resources into the schools to initiate and facilitate school improvement (Miller, 2018c). Therefore, as the school leadership seem primarily community resource-dependent on school improvement, capacity building and robust democratic community representation in school governance are an urgent concern of the policy review.

Some researchers debate against CP, arguing against the governments in developing countries that perhaps the governments are trying to dodge their obligation of resourcing the schools and the related community-based development projects (Svara and Denhardt, 2010; Siegel, 2006) fully. The government aims to cater to all its schools' demands and serve its citizens accordingly as the national development vision. However, Svara and Denhardt (2010) explicitly state that the issue of engaging local CP rests on not only implementing Tanzania's development policy vision and objectives but also MDGs. They emphasise building a community sense of considering the public development projects as theirs as they affect their well-being. On the contrary, local communities have been the main actors in their open development projects than what their government invests. In Tanzania, local communities, using their initiatives and resources, built five public secondary schools in 1985 to 3,551 schools in 2018 (URT, 2018b); as in all other developing countries, local communities do likewise.

Nevertheless, the following criticism against this CP approach emphasises that it may not be a realistic approach in practice:

- *Power and power relation:* arguably, it seems complicated to find where to place community members in the school leadership hierarchy as the schools are professionally led (Rowe and Frewer, 2000) under a specific instructional school leadership. Notwithstanding the education policy context, which insists school leaders develop collaborative and consultative decision-making that engages parents and the entire community through the school governing board (SGB) meetings, it includes general school-related meetings. Also, the schools must have robust democratic school governance that has realistic community representatives. Yet, community representatives, voices, and initiatives are seen as optional – as a particular concern – not as how leaders prioritise

teachers' and parents' voices. It is worse when community representatives on a school board are just appointees (Mishra, 2014). Hence, they are not community elected, and they represent community voices and initiatives in the SGB and comprehensive school-parent meetings.

Some observe that the CP approach traditionally sits at the bottom of school leadership. In contrast, the top-down approach where at the bottom, non-participation – particularly 'manipulation' – dominates passive participation. Therefore, active CP at the top becomes a paradox (Bregman, 2005).

- *Diverse cultural, ethnic, and socio-economic background:* community members are traditionally heterogeneous in terms of individuals' literacy level, experience, income, interests, and understanding (Miller, 2018b). Therefore, it is difficult for the community as a whole to build one common sense and agreement perspective. Though leaders may sensitise the entire local community on this plan, such heterogeneity seems very hard for them to have a collective decision and actions. In contrast, each has a different time frame. The research evidence suggests that such heterogeneity amplifies their varying perspectives and some frictions (Bregman, 2005) that essentially limit community freedom to practise their initiatives for school improvement.

Despite these criticisms, in reality, research evidence reveals that CP is a very resourceful approach (Epstein and Voorhis, 2010), not only as a learning resource to students and teachers but also for healthy community building and sharing their support for school improvement. Importantly, as they are education consumers as beneficiaries demand more and better value and results (Miller, 2018b), the outcome is vividly seen for students' success.

### **1.3.3 The position and contribution of this study**

This thesis contributes to understanding community roles and experiences in managing public secondary schools, mainly WBSS, and how to improve their participation. There are two reasons why this is important, based on the need and readiness of both community members to participate actively and the schools. First, local people's active participation – who are the schools' immediate beneficiaries – seems inevitable since the schools do not function well because of resource-based constraints. As government efforts solely fail to overcome them, this study explored how school leaders, including boards, play a pivotal role in engaging local people who are the schools' immediate beneficiaries. However, as they managed to establish the schools (URT, 2014; Seni, 2013), with minimal government funding for the schools as reported in recent research (Miller, 2018c), it could not be challenging for them to manage the schools (Kamugisha, 2017).

Second, this study served to alert aspiring school heads and chairpersons of school boards to the complexity of CP and develop an understanding of strategic motivation arrangements in educational research agendas on how to enhance this approach alongside government efforts to achieve sustainable school improvement provision of high-quality secondary education. Therefore, while encouraging them and maintaining frequent interaction between community members and school leaders, the more they participate, the more they become accountable and cooperate fully to solve the problems facing the schools.

The study adds new knowledge to educational leadership and management literature. A PTMM is embedded, emphasising a realistic community voice in determining who should be their representatives and maintain feedback. The findings acted as a reference point to establish and administer targeted CP in managing public secondary schools. They will help education planners devise a framework on CP for a collective effort in managing the schools. Practitioners, therefore,



must assess the linkage between what the existing education circulars/policy emphasise in the Education Sector Development Plans (URT, 2008) and what is taking place in practice in Tanzania.

#### **1.4.1 Statement of purpose**

Though the envisaged liberalisation and management of school resources, academic and students' discipline for school improvement require significant participation of local communities (URT, 2014; HakiElimu, 2013; URT, 1995), public secondary school leadership in Tanzania has hitherto been the monopoly of the government, school heads, and limited SGBs (World Bank, 2010b). This context affects most public WBSS as they have increasingly failed to meet local communities' expectations who spent much of their energy and resources establishing them, as poor students' academic performance increases (HakiElimu, 2013). It is worse for students as they lose their bright future opportunities (Hodgson *et al.*, 2010).

It is fundamental to observe that if communities in each ward locality countrywide managed to establish the schools, this study looks at the possibility of their participation in managing the schools as they may play a vital role in solving the problems facing the schools. This study explored what constitutes their participation, methods of engagement, and perspectives on the value of their involvement and motivation strategies to enhance their engagement in managing public WBSS, in a case study of the Morogoro region in Tanzania.

#### **1.4.2 Research aim**

This research explored the contribution of CP and how to improve this approach in managing public secondary schools in their respective ward localities. The following section delineates the specific objectives of this inquiry.

## 1.5 Specific objectives of the research

Specifically, the research objectives are:

- i. Explore the existing situation in terms of indicators, types, and barriers of CP in managing public secondary schools in their ward localities.
- ii. Determine methods used by community members to participate in managing public secondary schools in their ward localities.
- iii. Establish a perceived understanding of the value of CP in managing public secondary schools as expressed by different actors.
- iv. Determine the motivation strategies deployed by the ward-based local authorities and the school leaders to enhance active CP in managing public schools in their ward localities.

## 1.6 Key research questions

The study aims turned into appropriate research questions to construct knowledge. This thesis, therefore, focuses on the following research questions:

- i. *What is the existing situation in terms of indicators, types, and barriers of community participation in managing public secondary schools in their ward localities?*

This question substantively placed the research in context. Experiences from all research actors – on CP in managing public secondary schools in their ward localities – determined the existing situation regarding what constitutes CP, mainly indicators, types, attendance, and barriers (if any).

- ii. *In what ways do community members participate in managing public secondary schools in their ward localities?*

The outlined ways reveal how communities participate in managing public secondary schools in their wards. This question shows the nature of the interaction between community members and the schools.

- iii. *What is a perceived understanding of the value of community participation in managing public secondary schools as expressed by different actors?*

This question captures the perception and experience of district secondary education officers (DSEOs), school heads, chairpersons of school boards, and community members on the merits of CP in school improvement.

- iv. *What are the motivation strategies deployed by the ward-based local authorities and the school leaders to enhance active community participation in managing public schools in their ward localities?*

This question explores the strategic motivation arrangements used by DSEOs, school heads, and chairpersons of school boards to encourage community members to participate in managing the schools in their wards. However, the question primarily paves the way for this study to recommend appropriate motivation strategies alongside the PTMM to build on permanent school improvement.

The researcher framed research questions to guide the research and fulfil the aims of the study. However, several probes and prompts emerged to clarify or tease out some issues. Robson (2002) appends that research questions are central, whether they are pre-specified or unfold during the study and enable us to determine the type of data needed for the study (Robson, 2011) as presented and discussed in chapters five to eight.

The foremost curiosity is based on the argument that the local community provided school construction sites, required resources (Kamugisha, 2017), and established public WBSS in Tanzania (World Bank, 2010b). Therefore, it would not be difficult for them to do the same in managing the schools equally. However, research actors' responses to the study's research questions established the existing situation, what constitutes participation of communities, and the possible motivation strategic arrangements to improve their participation alongside limited government resources in managing these schools.

### **1.7 The position and role of the researcher in the study topic**

This study is mainly interpretive, believing that reality and truth are not external to an individual; they are a product of individual perception. Through qualitative methods, many facts are shared by groups of people inductively. The study constructs the world through our understandings and different experiences, whereby knowledge is subjective, and based on experience and insight (Denscombe, 2007; 2003). This thinking enabled me to place this research in the context of their participation in managing the schools (Habermas, 1971). From this angle, I drew on the five categories of the research actors' perceptions and experiences on the existing situation, methods, and strategies of CP in their ward localities.

An essential component of an objective scholarly study is that the researcher is aware of their perception and value position as they interact with the research processes (Olesen, 2003) comprising data collection, analysis, and interpretation of findings. However, treating the experience as a fixed point seems similar to the description of post-modern critical practices (Lincoln and Guba, 2003). This fact builds an understanding that the researcher, including their experience on the focus of the inquiry, explored only typical responses from the five categories of research actors, interpreted the data, established findings, discussed, and gave possible challenges

and recommendations (Dei *et al.*, 2006). Therefore, as a qualitative researcher, I challenge the notion of positivist objectivity, contending that the researcher must report the absolute truth (Lincoln and Guba, 1985) with no position of my interest.

The focus was to develop theoretical and research knowledge of PTMM that contextualises CP in managing public schools with a practical application from a positive standpoint towards practice and inform policy improvement effort within the prevailing ideology (Wallace and Poulson, 2003). Therefore, based on experience and insight, using inductive thinking that the collected data lead to a bottom-up approach finally achieves an understanding of CP in managing public schools. Robson (2011) and Dei *et al.* (2006) argue that pure objectivity, as defined by the positivist school, does not exist in the historical and social science research knowledge. This provides a persuasive argument that the researcher needs to acknowledge who they are and what led them to focus on this particular research.

I was born and lived in Tanzania for 37 years before coming to the UK for further studies. I was a product of the education system in Tanzania since 1987, at the primary and secondary level as basic education, to university level, and in 2010 I gained a master's degree in education. The personal and professional value position that I bring to this study is identifying the substantive theme of my enquiry in the first place. I was a secondary teacher at Morogoro Public Secondary School from 2005 to 2009. From 2009 to date, I am one of the university academic staff teaching courses on school governance, educational leadership, and school improvement courses, mainly to undergraduate and postgraduate student-teachers. I am interested in strengthening my skills in this study, improving my understanding of the topic under investigation, and adding knowledge to the educational research agenda. This research grows out of the opportunity to reflect upon the

state of CP and appropriate strategies to motivate community members in managing public secondary schools, mainly community schools in Tanzania.

Phillips and Schweisfurth (2006) recommend that international students cannot resist the comparative impulse and manage to maintain their original perspectives on educational issues without starting to question what they initially perceived as 'normal'. Being in the UK exposed me to different ways of working on research projects in education and reading works by authors from different contexts, enabling me to compare my perspective with students from other countries. This setting has led to an understanding of how things are done elsewhere. It is, therefore, hoped that with the benefit of all research skills learned in a broader context in the UK, I will be researching how better practices elsewhere can be adapted in the Tanzanian national context.

## **1.8 An overview of the literature**

In exploring the existing situation in terms of indicators, types, and barriers of CP in managing public schools in Tanzania, the literature review drew upon the field of CP within and beyond education, predominantly in school leadership across the world, to develop a greater understanding in this area. Table 1 (see appendices) shows some literary works that were most significant in enabling an overview of CP's education field. Reviewing the literature surrounding CP enabled this study to place the CP approach into context. Anderson (1983) in Midgley (1986) maintains:

"Community participation is a process where collective efforts between the community members and school leaders are put in place to increase and exercise control over resources and the institution. Mainly on handling problems hindering appropriate functioning of the school, improving the institutional performance for quality services and products in the context of policy implementation" (Midgley, 1986:14).

The quote above draws a starting point in understanding how CP is conceptualised (Bamberger, 1986) and theorised besides what it constitutes, how they participate, their perspectives on its

value, and motivation strategies the world builds. This setting focuses on cultural explanation (perceived values, norms, and roles); cognitive explanation (verbal skills and knowledge about CP and organisations) (Paul *et al.*, 2006); structural explanation (alternatives, resources available, and the nature of benefits sought); a vision that school leaders need to bring to the task in the education policy and circulars context (Zhang and Bray, 2013).

### **1.9 Broader framework of the study**

To achieve the study's aim and objectives stated in sections 1.4.2 and 1.5 as a research agenda, the researcher cites subjective epistemology that draws on a subtle realist and idealist philosophical stance (Blaikie, 2007). The open system (*contingent model*) (Hoy and Miskel, 2008; Giddens, 1984) and *ladder of citizen's participation* (Arnstein, 1969) theoretically underpinned the inquiry under investigation to determine its position in the academic literature across the world. Chapter two provides a detailed, broader philosophical and theoretical framework of the study and critical concepts logically linked with the research aim, objectives, and questions, and explicitly provides the nature of the knowledge that this study draws on, suggesting a methodology that suits the research and quality of the possible findings.

### **1.10 Research design**

This inquiry considers the CP approach to be a sensitive case that studies research actors' experience and perspectives on how they partner and interact with the school leaders in managing public secondary schools under the policy context. Therefore, the study adopted a case study design that fits the purpose and open-system (identified in section 1.9) theories based on the research questions' nature. The taut connections had a subtle realist and idealist ontological and subjective epistemological position (Thomas, 2013), underpinning the researcher's methodological stance – predominantly multiple-nested case study methodology (Thomas, 2011a) – underpinned

by the interpretive paradigm. This design addresses the inquiry based on the researcher's justified 'self' identity, values, and beliefs in a real-life context (Yin, 2009). Chapter four provides further explicit details of the research design of this study. Research data were analysed in themes through a thematic analysis approach using NVivo 11 pro-software (Denscombe, 2014) as detailed in section 4.10.1.

***Ethical consideration:*** The researcher attained all research actors' informed consent to participate in the study (Wallace and Poulson, 2003). The researcher ensured responses from the subjects were kept confidential to avoid unnecessary physical and psychological harm to research actors (Schuerman, 1983). Section 4.11 details this further.

## **1.11 Research findings**

### **1.11.1 Presentation and discussion of research findings**

Since the inquiry was predominantly interpretive according to the nature of the research questions that draw on research actors' experience and perspectives, the researcher presented and discussed findings as common themes in chapters five, six, seven and eight. Such themes emerged through NVivo 11 pro-software for a thematic analysis of research actors' responses to the research questions.

### **1.11.2 Summary, conclusions, recommendation, and reflection related to research findings**

The last chapter provides a summary, concluding remarks, and reflection. The findings' implications informed the need for an immediate policy review to ensure adequate school improvement and quality education. With this account, the study produced worthwhile research claims.



### **1.11.3 Reporting the research findings**

The researcher presented findings in this doctoral thesis finally submitted to the University of Birmingham, then disseminated the executive summary of the main conclusions to research contributors and the regional educational officer (REO) on behalf of the Regional administrative secretary (RAS) of the Morogoro region in Tanzania. The findings' report for publication, conference presentations, further articles and papers generated by the study's data, and peer-reviewed academic and professional journals were also prepared.

### **1.12 Structure of the thesis**

Chapter one presents an introduction to the research. The thesis is then chronologically arranged as follows: chapter two: Broader framework and fundamental concepts of the study; chapter three: Literature review; Chapter four: Research design; chapters five to eight: Presentation and discussion of findings; Chapter nine: Summary, conclusions, and recommendations; Appendices: Additional documentation and information.

## **CHAPTER TWO**

### **Broader framework and key concepts of the study**

#### **2.1 Introduction**

This chapter discusses the framework of the study that predominantly entails the philosophical and theoretical context and main concepts underpinning the inquiry under investigation. The framework determines a clear understanding of its position in the academic literature across the world and theorises CP. Therefore, the broader theoretical framework of the study forms the first part of this chapter, while the last part unveils the main concepts of the study.

#### **2.2 Broader philosophical and theoretical framework of the study**

This research explored the contribution/roles of CP, perceived understanding of the value of their contribution/roles, and the motivation strategies deployed to enhance active participation. However, to achieve these aims and objectives as a research plan, the researcher cites the philosophical and theoretical underpinning of the inquiry under investigation to determine its position in academic literature globally. Therefore, philosophical, and theoretical stances make explicit the nature of the knowledge that this study draws on and suggest a methodology that suits the research and quality of the possible findings.

##### **2.2.1 Philosophical approach**

Research is a mixed bag with a myriad of common themes whose choice rests on the researcher's interest and context. Gilbert (2008) contends that the researcher's conception of reality, the truth about the social world, influences the designer's choice. Le Grange states:

"Dominant approaches to educational research rarely examine the philosophical assumptions underpinning the research process" (Le Grange, 2002:36).

This section identifies the researcher's ontological and epistemological standpoint and, consequently, the methodological premise to understand the chosen design. The researcher worked for this inquiry on CP in managing public secondary schools (Giddens, 1979).

Primarily, ontology is concerned with the reality of the social world that the researcher is interested in understanding (Thomas, 2013). As the researcher intended to make sense of or interpret the phenomenon of CP in terms of experiences and meanings people bring about its existence, methods, and motivation strategies, the inquiry draws on a subtle realist and idealist stance, as researchers believe that we only know the reality about the phenomenon under investigation through human minds and socially constructed meanings (Blaikie, 2007). However, the critical issue is what denotes truth and its role in developing a new model that this research intends to produce (Usher, 1996). What constitutes truth may differ in terms of individual experience and groups sharing particular experiences, although all have worthwhile insights. The researcher maintained idealist ontology to accommodate them by exploring how people make sense of it within the research context as a predominant source of reality.

Epistemology focuses on how a researcher can learn about reality and what forms the basis of knowledge. Punch (2014) elucidates those ways of knowing to underpin the researcher's choice of how to address the inquiry. For instance, an interpretivist collects evidence first to generate knowledge and build theories. In this sense, the study draws on subjective epistemological constructs, while positivists collect evidence to test a hypothesis (Thomas, 2013) to produce knowledge. However, Robson (2011) contends that immutable laws cannot govern the inquiry when researching people's experiences and perspectives because human beings have agency and therefore have values and choices about what they do.

This research took an interpretivist position and drew on a subjective epistemological view since the researcher only knew the phenomenon's reality by exploring research actors' perceptions and experiences. This inquiry, by contrast, challenges the positivist idea that social researchers view things from an objective position, albeit interpretivists see social reality as subjectively constructed by people's thoughts and actions (Denscombe, 2014). This context imbues the belief that reality and truth are not external to an individual but are a product of individual perception where people share many facts (Shaw, 1999). Therefore, this analysis informs the essence of this study, taking a subjective, epistemological position that allows interpretation of the collected data (Bhaskar, 2008) while maintaining the inquiry purpose and objectives.

### **2.2.2 Theoretical approach**

As the study aimed to establish a PTMM that offers an opportunity of enhancing CP in managing public secondary schools under the policy context, it required a theory that corresponds with this study and fits itself (Sayer, 2000). Nevertheless, it steered this study to mirror 'reality' accurately (Habermas, 1971) from research actors' perspectives in a natural setting. Significantly, data collected were influenced by individual experiences and views, making the inquiry more subjective and theorising and providing a detailed understanding of CP in school development.

***Theorising community participation:*** The participation of the local community/families alongside parents of students as partners in school leadership/managing public schools, without doubt, is a complex phenomenon that receives contested perspectives *in theorising it*.

- ***Community participation as a process and an approach***

There are two different perspectives on whether CP is *a process or an approach*.

*Community participation as a process – a means to an end* (Cheetham, 2002) whereby though people have different perspectives, on some points, they share interests and the same views (Chrispeels, 2006). Thus, their participation is a continuous responsibility throughout the lifespan of the public development projects that affect their well-being (Hornby *et al.*, 2011). Their participation should go hand in hand with a developed capacity to contribute by voicing their perceptions or views, initiatives, and taking on responsibilities from planning, implementation, monitoring (Bray, 1997), and evaluating the school development projects.

However, Colletta and Perkin (1995) in Condry (1998) argue that by incorporating community members in the decision-making and implementation teams throughout the projects' lifespan, they become accountable for the projects' output and outcomes. This perspective places communities as a part of life-long school caring teams; Craig *et al.* (2004) and Bamberger (1991) add that it provides them with an opportunity to plan and implement the development project just sharing project benefits.

This perspective makes community members aware that their support *meant enabling the school to end its problems and* build confidence in realising school development goals and objectives (Scully *et al.*, 2004). However, some contend that managing public schools is a government role. Nevertheless, those with shared interests and perspectives volunteer to contribute their voices and any physical resource based on agreed decisions in their school and local community meetings. Such resources include funding the schools (Bray, 1996a), building the schools, supporting the needs of teachers (Bray, 1996b) and monitoring students' discipline while on the way to school or back home. However, this is not easy to achieve unless adequate communication access between school, LGAs, and community is ensured (Bray, 2003) and consolidates people's perspectives

(Pradhan *et al.*, 2013). This category of people does better when they are assured of decentralised 'power and responsibilities' and experience it devolved practically.

*Community participation as an approach* – there has long been a prevailing notion that the government has preferred engagement of local people *as an approach* alternatively to achieve the goals and objectives of public development projects (Chambers, 1994). The goals are predominantly those directed to the grassroots communities in their localities (Rifkin and Kangere, 2002). Although there are different perspectives on this as an approach, the majority agree that CP *as an approach is an end in itself* (Auerbach, 2009). Researchers' concern is that the government experiences limited resources to meet the needs of public development projects (Bray *et al.*, 2007). Hence, engaging communities has been considered the best alternative approach (Rifkin and Pridmore, 2001). Therefore, as an approach, it instantly ends the problem in question (Norman, 2000; Moser, 1989). Some public development projects need immediate solutions that the government alone cannot manage unless they collaborate with the community (Unterhalter, 2009). Importantly, it makes the local community feel accountable for teamwork for sustainable development and poverty alleviation (Bray, 2001); for instance, they constructed school toilets, laboratories, classrooms, water supply channels, wells, and any related infrastructures.

Nonetheless, participation becomes increasingly meaningful when considered *as an end in itself*, though Wilson and Wilde (2003) observe that evaluation of CP as such is complicated because of its basis focusing on the non-material and non-quantified process. This study, however, observes further on whether authentic participation can only occur when there is redistribution of power at a level of decision-making, implementation, and accountability widely if CP sits *as an end in itself*. Therefore, treating the participating community as both a process and approach

rejuvenates the capacity to resolve what seemed complicated to the government earlier (Stiglitz, 1997). Therefore, such collaboration quickly enables schools to achieve their goals and objectives.

In the context of CP as an *end in itself* or a *means to an end* in managing schools, professional leaders need a trusting relationship with parents and the broader community to garner additional resources, develop partnerships, and increase community engagement in their children's educational process (Watts, 2012). This study considers that trusting communities and encouraging their inputs extends limited government resources in managing the schools (Galabawa, 2005). It may be vital to reducing the intensity of problems in schools. However, trusting CP as a *means to an end* remains "a way to increase resources and improve accountability of schools to the community they serve (Bamberger, 1988). Also, it ensures a more cost-effective use of resources and significantly be responsive to local needs" (Kambuga, 2013:5). It intends to improve equitable access, retention, quality, and academic performance of schooling. Bryk and Schneider (2002:23) differentiate between three types of trust: 'organic trust' based on the unquestioning acceptance of the moral and social integrity of a participating community in development projects, and 'contractual trust' based on reciprocity is primarily transactional; while 'relational trust' is the product of human relationships and interactions. Rich networks and high social interdependence characterise the latter (Govinda and Diwan, 1998).

In line with Bryk and Schneider's (2002) thoughts on trust, this study uses it as a guiding tool for an opportunity for CP to work as a *means to an end* or an *end in itself* in achieving a project's development goal. In the context of education, Watts (2012:43) concedes that the majority of education writers describe trust as a 'connective tissue' that broadly binds schools and community members together (Covey, 2006:18), finally building what Epstein (1995:705), in line with Dei *et al.* (2006) and Bottery (2004), call a 'school caring community'. This image plays a vital role in

reinforcing healthy relationships in managing the schools for quality education (Flint and Robinson, 2008; Barnes *et al.*, 2007). Hence, neither organic nor contractual trust seems appropriate to fit within the framework of managing schools because schools' aims are multiple and interrelated. However, considering its four interconnected criteria like respect, competence, personal regard, and integrity, relational trust appears suitable as an intermediate between unquestioning acceptance of beliefs found in the organic and material exchanges directing contractual trust. Bryk and Schneider stated:

“The recognition of the important roles each party within the community plays in the success of the school. ‘*Competence*’ relates to the school head’s ability to execute formal role responsibilities effectively. While ‘*personal regard*’ considers actions taken by a member of a role set to reduce another’s sense of vulnerability, ‘*integrity*’ focuses on the consistency between what community members say and do, implies that a moral-ethical perspective guide one’s work” (Bryk and Schneider, 2002:71).

It is, therefore, essential to understanding theorising CP as an endeavour to alternatively achieve participatory-based school leadership (HLF, 2010) to ensure quality education delivery. Bottery (2004) emphasises that they must have high social interdependence characters implying good relational trust between the school and the community. However, based on the historical background of CP, Korten (1990) maintains that community development since the early 1950s has been a blueprint of CP as an indicator defining community development. Korten explains community development as:

“A process by which members of society increase their personal and institutional capacities to mobilise and manage resources to produce sustainable and justify distributed improvements in their aspiration” (Korten, 1990:67).

Reflecting Korten’s assertion above, although people vary in their perspectives on how their participation may result in achieving active public schools development, it improves local community well-being. At a certain point, they agree to make this approach work and bring about



anticipated results (Robinson and Flint, 2008). However, when a need for collective action arises, community effort is required (Johnson and Schumuecker, 2009) as their participation has hitherto been perceived as a good process (Shaw, 2008). Nevertheless, the effectiveness of CP as a process and approach for school development depends on what system the school leadership/management adopted (either closed or open leadership policy/system) and how effectively they maintain communication.

**Open system theory** (Giddens, 1984), in line with two key models – *contingent model* (Scott, 1987) and *ladder of citizen's participation model* (Arnstein, 1969) – has the most relevant explicit assumptions that concur with the nature of this study. The researcher, therefore, considered this set of models of knowledge that the study adopted.

Interestingly, the linkage between this study and the mentioned theory, including its associated models, is based on an *open system* implying that school leaders must deploy an open door policy to enhance active local CP. Such access is meant to build a vibrant consultative and collaborative school caring community (Epstein, 1995). The *contingent model* advocates that school leaders must consider an environmental/situational and partnership role for school improvement. Likewise, the *ladder of citizen's participation model* insists school leaders must enhance collaborative and consultative decision-making (Miller, 2018a) to make every community member equally accountable for a school improvement role.

This study drew on the open system theory because it enabled it to locate itself and secure its value in social science's broader theoretical frameworks. However, the concern of critical realists in challenging this theory is how it prioritises 'power and power relation' (Ormston *et al.*, 2014) in practice, as power and power relationships affect the way that social systems are constructed

(Sayer, 1992) by ideas, discourse, traditions, and beliefs which ultimately change the direction of knowledge production (Kincheloe and McLaren, 2003) in research. This context supports the view that there is no unmediated access to the world (Sayer, 2005; Hersey and Blanchard, 1993).

This study believes that our experience always mediates knowledge (Fleetwood, 2005) predominantly through understanding how the system is structured (Wallerstein and Duran, 2003) and the power relation setting (Wallerstein, 1992). However, the school leadership theoretical guidance often defines the structure and power relation organised in school leadership as it enables the study to explore the link between institutional arrangements and community actions (Laverack, 2006a; Laverack, 2006b). Nevertheless, this may be either from within or outside the institution (Laverack, 2003; Laverack, 2001), including rules and resources that govern the institution and society under the policy context (Giddens, 1984) and circulars.

- *Contingent model*

This model refers to the open school leadership system/structure that implies managing the schools as per the situational influence, having an open-door policy for the local community/families to participate in various school matters (Scott, 1987). Contingently, schools must operate through collaborative and consultative school leadership (Miller, 2017). Despite undertaking this partnership seeming a predominantly complex and challenging role (Miller, 2018c), the government alone cannot manage everything. Thus, a contingent school leadership/managerial approach (Mullins and Rhodes, 2007) is best for this inquiry, enabling school leaders to work with internal and external partnerships (Miller, 2018a) in attending to/processing needs, suggestions, requests, and resources as fruitful inputs from all stakeholders.

As the school leadership is context and partnership dependent (Miller, 2018a), the existing school leadership structure must unveil how views, roles, trust, practices, and strategies of the participating community members fit into the system (Chiwela, 2010). This theory views school leadership/management holistically (Giddens, 1984) as it examines how its components/variables (*input, process, product, and outcomes*) relate to and depend on each other (Hoy and Miskel, 2008). Such components system as an ‘enabler’ regularly interacts within the given environment, the community (Harris, 2004), and situational factors (Sarre *et al.*, 1989). As CP builds a sense in them that they are part of the school leadership team (Ranson *et al.*, 2005a), it instils a spirit in them to own the schools. The following sub-sections detail contingent leadership/managerial variables that unveil the study's open-system framework within the context of managing public schools.

***Input:*** This focuses on providing the school’s required resources that include substantial community contributions, human resources, and actions, including voicing their experiences, knowledge, and skills. They aim to improve schools based on what Bass (1990) in Bryman (1995) pinpoints as the school leaders’ readiness and experience of team-working (Zacchia *et al.*, 2009) with the community in managing schools (Hodgson *et al.*, 2010). Having these inputs makes it an easy task of managing the schools (Kambuga, 2013), and they will function well (Machumu, 2011).

***Process:*** This focuses on executing school leadership/managerial roles of transforming inputs into products (Bush and Middlewood, 2005), including setting the mission, vision, goals, and objectives (Okumbe, 1998) alongside planning, controlling, staffing, leading, and organising (Koontz and Weihrich, 2007). Therefore, community members must participate in the school decision-making team, predominantly in what Miller (2018a: 165) describes as a ‘collaborative

and consultative decision-making' setting that allows engagement (Mullins, 2006). This study explored the research actors' perceptions and experiences on how a community participates, motivation strategies, and the outcome of their participation in managing schools in Tanzania. This variable signpost families/community/school partnership, working together, seeing each other as partners in practice in building a "school caring community for students' success".

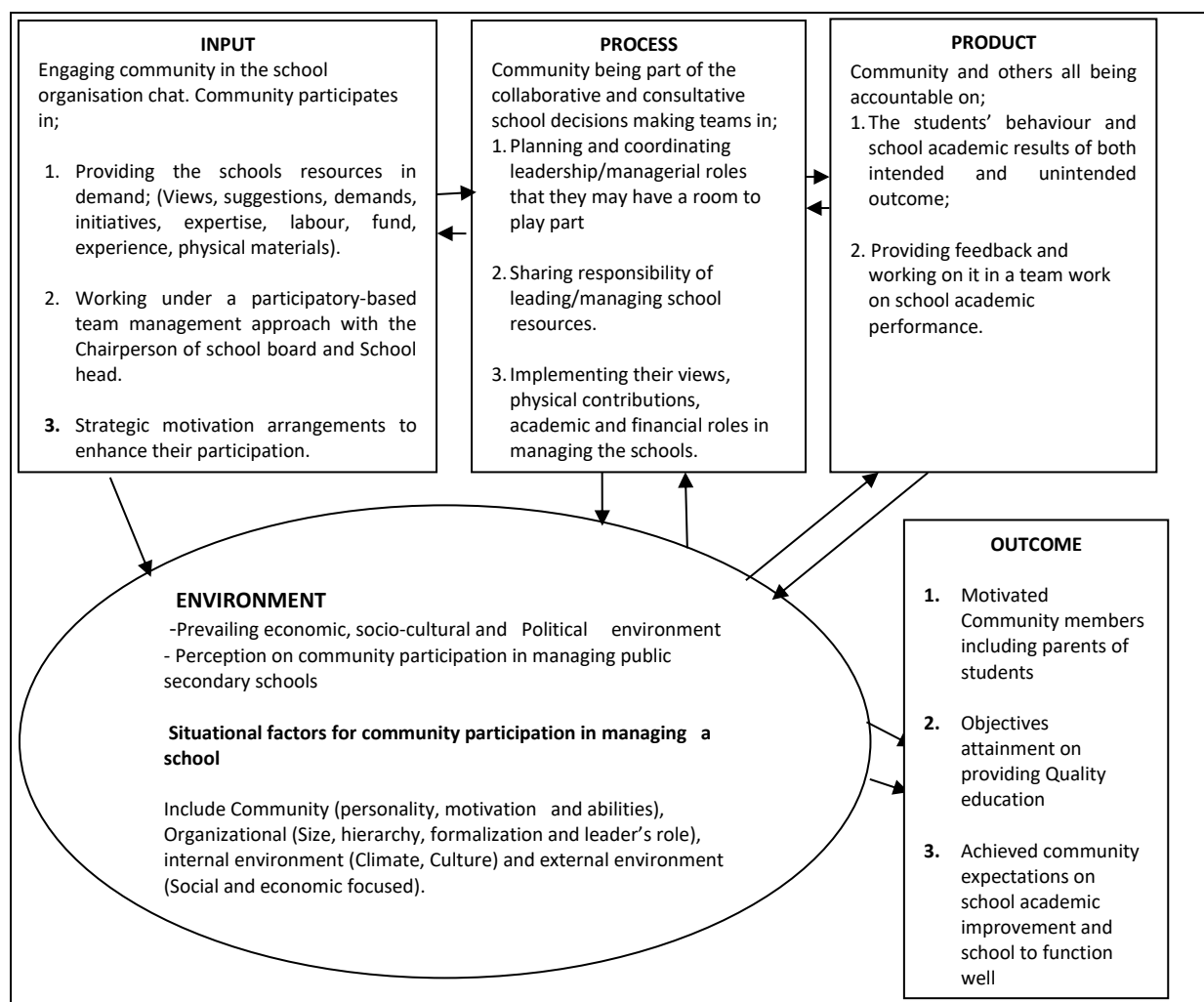
**Product:** This includes all research actors (community/families/schools/local authorities) accountable for the results and outcome (Boaduo, 2001) of the teamwork as they work together from resourcing the schools (input) to implementation (process) of the plans (Bush and Middlewood, 2005). However, the product includes the implication of students' behaviour/discipline at and outside of school in their academic results and outcome. Although community members have different perspectives, cultural, ethnic, and socio-economic backgrounds (Miller, 2018a), in this variable, they all provide feedback (Hargreaves and Fink, 2006) and work as a team to improve school performance (Bass and Riggio, 2006). Therefore, they create friendly teaching-learning opportunities where the community and schools see each other as partners for students' success.

**Environment:** This associates situational factors that affect the choice of school leadership/management approach as school leadership seems context- and partnership-dependent (Miller, 2018a). Factors include prevailing economic, socio-cultural, and political atmosphere (Bass, 1990) and community perception of the value of their participation (Govinder, 1997) under the open-system context (Bottery, 2007). To put it succinctly, as situational factors determine the opportunity of community members to participate in managing schools (Ichikael, 2012), the two have a strong reciprocal association in managing schools (Kweka, 2000). Thus, situational (contextual) factors are subordinate (personality, motivation, and abilities) and organisational

(size, hierarchy, and leader's role) (Giddens, 1984). Also, it includes the internal and external environment (community expectations, views, values, and pressure) (Leithwood and Jantzi, 2005).

Figure 1.1 summarises the broader framework of the study under the contingent model context.

**Figure 2.1 The broader framework of the study under the contingent model context**



**Source:** Adapted idea from Hoy and Miskel (2008); Scott (1987); Giddens (1984)

Reflecting the approach in figure 1 above, Hoy and Miskel (2008) in line with Scott (1987), establish that, under the open-system leadership/management model, the achievement of school leadership/management goals depends upon the adequacy of its input, process, output, and environmental variables for school improvement. However, most governments undertake total

responsibility in managing public schools. Nevertheless, where there are minimal government resources in managing public schools, this approach unveils how community/families/parents/school partnership predominantly serves the school as the most fruitful alternative approach (Ledwith, 2005).

Therefore, the approach in figure 1, alongside the nature of the research questions, signposts the type of research design and methods. This setting implies that when the researcher undertakes an interpretive in-depth case study of this inquiry in the context of this approach, they collect what Ranson *et al.* (2005b) describe as multiple realities from various perceptions and experiences of the research actors – who, in this study, were: DSEO, school heads and chairpersons of school boards, local ward authorities, and community members who were considered accountable in managing public secondary schools.

However, as a predominant contingent/open-system leadership focus sits more on an organisational open-door policy for the local community's access to school leadership for school improvement, what position they have in collaborative and consultative school decision-making is a concern of Arnstein's 1969 *ladder of citizen's participation model* as described in the following sub-section.

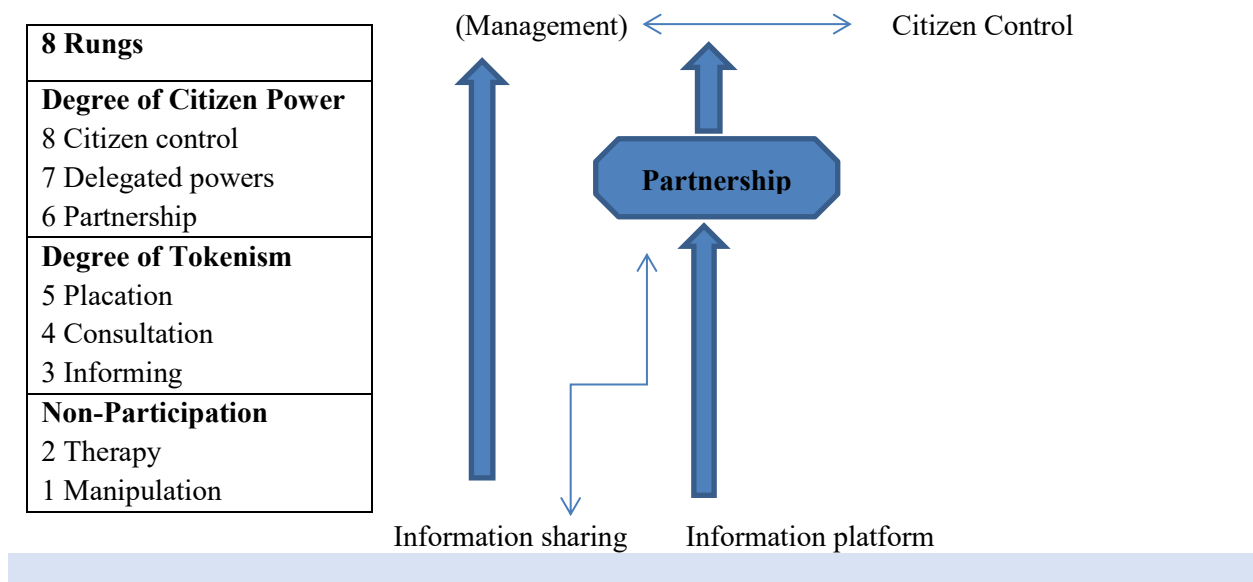
- ***Ladder of citizen's participation model***

Not only do the parents/families/communities access matters in school leadership, but as Arnstein (1969) also puts it, the position and degree of their participation in school decision-making and implementation. This model corresponds with the study focus on the contribution of CP and motivational strategies to improve the practice in managing schools. In illustrating the “scale of community participation by the public” (Choguill, 1996:433), Arnstein illuminates a series of

meaningful collaborative inputs into the decision-making process at a typology of eight levels (rungs) (Rifkin and Kangere, 2002:43) arranged in a ladder pattern of participation. Each rung corresponds to the extent of citizen power in determining the ‘product’ of a project or programme (Abbott, 1996:34). Therefore, citizen/CP represents both citizen/community access and community voicing their school decision-making initiatives and practice in school leadership and improvement.

In this model, Arnstein (1969) explains that the bottom step is ‘informing people’ while the top step is ‘citizen/community control’ and ‘partnership’ begins to develop mid-way. However, the degree of CP should move from mere ‘tokenism’ to the ‘degree of citizen power’ (Arnstein, 1969:217).

**Figure 2.2 Ladder of citizen’s participation**



Source: Choguill (1996:433); Abbott (1996:34); Arnstein (1969:216)

Arnstein’s model lays a foundation for the notion of intensity at different degrees to which people can be engaged in decision-making processes in public development projects or organisations (Abbott, 1996) such as public schools. Arnstein describes that the institutional management/leadership team notifies people on policy statements, goals and objectives, plans, and

strategies at the bottom level. Also, they identify problems requiring collective action through participatory driven measures to get rid of them. However, this level encourages passive CP rather than making it active under a collaborative school decision-making team on what next and acting promptly (Becker, 1997).

Arnstein's intermediate step uncovers the management team and community members sharing information, taking collective action on divided roles, and mobilising community resources. At this point, community members participate in implementing, monitoring, and evaluating and interacting with school leaders to establish whether objectives are achieved. Sharma and Deepak (2001), in support of Arnstein, contend that frequent interaction amongst parties is an indicator of CP. However, it may be evident if the community participates in collective actions and is accountable for the outcome.

Generally, Arnstein's ladder of participation serves to "reinforce the notion of duality" (Choguill, 1996:433). However, such "participation is of the governed in their government" (Mostert, 2003:186) as Arnstein sought a need for "less privileged citizens to have power at a distributed responsibilities and share accountability" with the institutional professionals (Abbott, 1996:35). Although Arnstein's model provides the foundation of theorising CP in this study, it does not show how each stage interacts with one another either up or down the ladder or how to improve CP from manipulation to a citizen control level (Taylor and Robinson, 2009).

In correspondence with Epstein's (1995) view, although Arnstein's model assumes power is the only factor that promotes citizen/community power at the top of the ladder, it places little emphasis on placing it at the bottom. It also ignores any other factor that determines active CP (Taylor, 2003). However, the model does not explicitly identify roles for community members and



management team disputes. Also, while it indicates that CP is an end itself, it is not clear on how if goals and objectives have not been achieved, what next (Rifkin and Kangere, 2002)?

Nevertheless, the “ladder of participation seems too simplistic and schematic” (Peattie, 1990:19) as an unhealthy model to rely on solely because “it ranks *manipulation* the first step than the eight” (De Kadt, 1982:573). However, it does not state clearly how practically the community participates in a school-related decision-making team and how each rank/step relates to the other.

Significantly, this study enriched Arnstein’s model with what was missing as it guides this study through its rank/step eight on promoting community/citizen control. A realistic delegated power and building up an active partnership under the decentralisation policy context to utilise this approach. However, Choguill (1996:431) argues that this model appears “adequate for analysis of community participation in developed countries”. Yet, it has shortfalls in the developing world context because it ignores the role and degree of how vital the external institutional (government, donors, development partners, etc.) is in facilitating/undertaking community mutual-help projects and organisations.

Pradhan *et al.* (2013) describe Choguill (1996) modifying Arnstein’s model to include elements of interactive participation. However, Paul *et al.* (2006) retrieve the early work of Paul (1987:2) that contextualises it in his conceptual framework limited to four options (information sharing, consultation, decision-making, and initiating action). While adopting Arnstein’s model as a foundation for theorising CP, this study incorporated Pradhan *et al.* (2013) and Paul and Choguill’s perspectives as this section described.

## 2.3 Key concepts of the study

### Definition of main operational terms

Operational terms are those “concepts defined in terms of observable phenomena and are mostly dominant in the study” (Schuerman, 1983:14). Some words appear regularly in this thesis; however, they have contested meanings in which chapter three details. This section enables readers to understand the key terms and concepts underlying the research's theory and conclusions. Therefore, this section defines the following words in the context of this study:

- **Community:** Individuals, parents of students, religious leaders, local leaders, workers and non-workers, CBOs, and families who share interests, beliefs, resources, preferences, needs, risks, social relationships and are related to managing public secondary schools in their ward localities.
- **Community participation:** This approach denotes an act of interested community members, voicing their views and initiatives and taking part in school decision-making. Also, sharing responsibilities related to providing public secondary schools’ resources needed for school improvement in their ward localities.
- **Managing:** the professional ability to execute professional-managerial functions, and in the context of this study, it emphasises the action of the school leaders/managers alongside community members competently in managing community secondary schools.
- **Public secondary schools:** It refers to secondary schools, including WBSS, established by the community in each ward according to the government in Tanzania. The government owns them, and they are similar to free secondary schools in the UK.

- **Ward-based secondary schools mean** all public secondary schools built by community members in their ward localities under government guidance.

The next chapter provides detailed literature in the context of this framework for the topic under inquiry.

## **CHAPTER THREE**

### **Literature review**

#### **3.1 Introduction**

This chapter provides a literature review related to the approach of CP in school leadership, predominantly managing public secondary schools in their respective ward localities. It gives an overview of the CP approach/concept assumptions underlying it, the overall situation in terms of indicators, CP types and barriers. It addresses how the community participates (ways) while the third part informs their perceived understanding of their participation value. The last part details motivation strategies that enhance active participation, followed by an overview of Tanzania's historical socio-political, economic, and policy context alongside its position in the international research issues related to this study's topic. This study draws on and suggests a methodology that suits the research and nature of the possible findings.

The participation of local communities alongside the government's effort in developing the public sector, predominantly education, since the 1950s, increasingly receives high advocacy across the world (Mishra, 2014). It is considered a vital resource that enables the governments to address local problems identified by local people (Morse, 2012) and come up with a positive solution that affects people's well-being (Sheldon, 2010). This approach has necessitated governments achieving sustainable public development projects (Epstein and Voorhis, 2010) as people are involved in such projects as evidenced below:

- Initiated community engagement programmes in strengthening neighbourhoods in Canada resulted in improving community-based social services in Toronto, Canada, from “291 high

poverty neighbourhoods, and the number was expanding” (Bumstead, 2010:4). The same initiatives are practised in the UK and proved successful in London (Bumstead, 2010).

- The local communities developed public development projects like schools, health centres, and social care units in the UK, for example, Ely in Cardiff, Benchill area Wythenshawe in Manchester, Birmingham, Liverpool, etc. (Paul *et al.*, 2006; Ranson *et al.*, 2003).
- “Addressed local problems by initiated community strengthening programmes by the government of Australia in Sydney, and all other cities” (Joep, 2005:4).
- Developed ‘trust academies’ and local education training centres in the UK, USA and Spain, emanating from moving CP (Morse, 2012:82) from margins of “governance policy mainstream in practice” (Paul *et al.*, 2006:2). Interestingly, Paul and his colleagues emphasise that the most successful education services in the mentioned countries have many inputs from the communities (Pandey *et al.*, 2009).

In developing countries, the CP approach has helped fight against principal enemies: poverty, illiteracy, and diseases (Hornby *et al.*, 2011) with great support from UN initiatives and various multilateral and bilateral aid organisations, including internal and external NGOs (Mukundan and Bray, 2004). However, since CP is the essence of achieving sustainable public development projects from community teamwork spirit (Fitriah *et al.*, 2013), school leaders can achieve this goal through well-enhanced CP in practice unless it logically remains more than the reality in practice (Fitriah *et al.*, 2013).

In education, after the World Conference on Education for All (WC-EFA) assembled in Jomtien, Thailand in 1990, the approach has been alternatively a vibrant resource (Hodgson *et al.*, 2010) in

ensuring quality education from improved education delivery and producing competent products (Mncube, 2008). The CP approach in liaising with government, therefore, has played roles of:

- i.) Maximising minimal government resources in managing education, especially using community resources (Hodgson *et al.*, 2010), sharing the burden of resourcing the schools (Epstein, 1995).
- ii.) Identifying problematic conditions and addressing them (Watt *et al.*, 2000).
- iii.) Promoting girls' education.
- iv.) Providing security and defence to school properties.
- v.) Offering indigenous knowledge and skills in implementing classroom curriculum.
- vi.) Maintaining families/community-school partnership and building what Bamberger (1986:3) calls an 'enhanced school caring community'.
- vii.) Ensuring school sustainability.

Some researchers unveiled the experience of such (albeit small) successes in WBSS in Thailand, Madagascar, The Gambia, Ghana, Kenya, India, and China (Bray, 2003; Uemura, 1999; Condy, 1998). Similarly, the Economic Commission of Latin America reported this success in Columbia's Escuela Nueva, Venezuela, Montserrat, Brazil, and Argentina (Glassman *et al.*, 2007).

### **3.2 Tanzania in the international policies and initiatives context on community participation in managing education**

In recent years, the review of various governments and international agencies' policy documents divulged increasing advocacy of the CP approach in education worldwide since the early 1950s (Epstein and Voorhis, 2010). However, the support has a common theme associated with decentralisation of responsibility for education, mainly where governments – including Tanzania,

international agencies, and local community initiatives – operate harmoniously. However, this theme rests on the desire to: spread the burden of resourcing schools and increase the volume, relevance, and impacts of schooling (Bray, 2003:02); various international resolutions – 1948 UN Declaration of Human Rights, 1959 Declaration of the Child Rights, and 1966 International Covenant on Engaging Community Voice in their Development on Economic, Social and Cultural Rights context. Perspectives about CP may be slightly dissimilar from those of the governments and international agencies regarding various dynamics of its operation outside and within particular localities.

Overwhelmingly, despite some considering CP an unrealistic approach (Tylor, 2001) due to individuals' heterogeneity (Bregman, 2005), development is not brought by an entity to the local societies. However, their participation places them as part of their sustainable development process (Massoi and Norman 2009) than viewing it as none of their business.

However, the utility of this approach varies between the global north (Western world) and the global south (developing countries) policy and initiatives. Some debate its reliability (Bush, 2011) while the majority worldwide acknowledge its contribution to achieving explicit sustainable community development (Cunningham, 2003). Interestingly, the global north governments address local problems identified by communities by providing local communities with financial guidance, counselling, and a friendly working environment, alongside coming up with possible solutions that affect their well-being and work collaboratively.

However, the global south has the same policy stance that sustainable community development emanates from the active teamwork effort between LGAs and local people (Ranson, 2011). On the contrary, in the developing world, community initiatives and resources are vibrant resources in

establishing, developing, and ensuring achieving sustainable public/community-based school/development projects. Unfortunately, governments cannot furnish local communities with the finances to enable them to participate (Tarabin, 2010) thoroughly compared to the global north (Uemura, 1999). In Tanzania's education policy context, local communities share resources and teamwork with the government (URT, 2014; URT, 1995), although traditional heterogeneity of people in terms of literacy, experiences, individual community members' income is a critical challenge that impedes practical utility of this approach (Graham, 2010). In practice, well-sensitised local communities alongside the inculcated sense of patriotic volunteering communities in a pragmatic partnership with the government, clear challenges and improve schools. Interestingly, community inputs provide supplementary resources to bridge the limited government resources' gaps in demand (Smith Jr, 2019) to secure the construction of public schools and provide quality education in each ward locality (Kambuga, 2013).

In the last quarter of the 20th century, Bray (2003) cites an example of Tanzania's government adhering to various international policies and initiatives that recognise and advocate the contribution of CP in education. The essence of prioritising this approach rests on governments' minimal financial and other resources required in achieving education and school improvement objectives and goals in the global south. Henceforth, they implement the Declaration of the 1990 WC-EFA advice:

“...Partnerships at the community level should be encouraged as they can help to harmonise activities, utilise resources effectively, and mobilise additional financial and human resources where necessary” (WC-EFA Secretariat, 1990:58).

UNESCO (1994) emphasises further:

“...Education is, and must be, a social responsibility, encompassing governments, families, communities and non-government organisations alike; it requires the commitment and



participation of all stakeholders predominantly local communities, in a grand alliance that transcends diverse opinions and political positions...” (UNESCO, 1994: Clause 2.8).

The quotes above highlight the essence of Tanzania’s confidence in using this approach in the context of the same method of other developing nations. Bray (2003:4) asserts that “local communities, learners, educators and others all – cannot expect the state to provide the schools everything in demand”. Communities living near the schools have the best position to see what public WBSS need and what problems the schools encounter under the cost-sharing policy context. On the contrary, some see only parents as traditionally responsible for joining LGAs in managing public school matters. Most bilateral agencies, e.g. the UK Department for International Development (DFID) (2001:19), insist: “greater participation of parents and the entire communities in the education of their children [which] plays a central role in stimulating education at a local level, in building pressure for improving quality, and in developing accountability”. However, the approach does not dispute the rights of parent choice of where to send a child for schooling.

### **3.3 The state of community participation in managing public secondary schools in their ward localities.**

#### **3.3.1 Detailed overview of the CP approach**

Generally, the literature on the CP concept is “both expansive and diverse” (Watts, 2012:14), has varying perspectives in its meaning, forms it takes, and the assumptions underlying its usage and the context where it is applied. Nevertheless, the variation depends on “who is responding to the interview questions”, how they position community socially and structurally, and the focus of the study (Smith, 2010:12). Some call it citizen/people or public participation (Barnes *et al.*, 2007); however, it has limited analysis of its definition, content, and relationship to social structure, interaction, and the context (Torczyner, 2010) it takes place. Researchers (McLeay, 2009;

Agranoff and McGuire, 2003) assert that mentioning citizens/communities are two sides of the same coin, both merging in CP although citizens appear broader than local community in context (Norman, 2000). However, CP implies a well-organised group of people who share interests, perspectives, and accountability to community development projects through undertaking collective action for the benefit of all (Agranoff *et al.*, 2003).

Nonetheless, researchers (Christensen and Levinson, 2003) describe CP as the local people individually organised in their social networks who conscientise themselves and mobilise their resources for shared responsibility in managing public development projects. Hogget (1997:5) observes that “to ensure sustainable school improvement, everyone made responsible to physically attend and provide labour force and materials to build and manage schools”. Although people have different perspectives, including those who criticise this approach, they cannot disagree on everything (Willmot, 1989) as they support some public development issues that affect them all. Under the government and standard guidance (Harrison, 1995), they also design their methods and pool their resources in solving problems locally (Midgley, 1986). This approach seems vital where managing education/public schools at the grassroots level needs active community support alongside government effort since education is a tool of liberation for all regardless of the varying perspectives (Oakley and Marsden, 1987). However, their participation implies they are part of the teams (Parry *et al.*, 2014) that make the schools prosper (Barzilai, 2003).

***In a political context***, this concept refers to how citizens become accountable based on political consciousness to join their efforts and undertake collective actions to implement specific public development projects (Delanty, 2003). What they work on is mainly based upon fulfilling particular political will, ambitions, and goals under those in power (Frazer, 2000). This context unveils unrealistic devolution power for the community to have their voice (Anderson, 1983) and

feel that what they are taking part in is for their well-being (Walzer, 2000). However, when people are aware of the projects established for their development, their inputs are vital (Ranson *et al.*, 2005) to achieve the goal. Nevertheless, how actively they may participate depends on their consent (Walzer, 2000), how far school leaders and LGAs have sensitised them and mobilised their resources (Howard-Grabman, 2007). This setting happens if they “often feel the projects such as public secondary schools are beyond their control because the decisions are made outside their community by bureaucrats and technocrats” (Chapel, 1997:99) for their local development. Therefore, school leaders undertaking collaborative and consultative school leadership are essential (Chowdhury, 1996) because it provides community members with the freedom to share and practise their initiatives, not only for their well-being (Bray, 2003) but for the bright future of the pupils.

***In the context of education***, there is no consensus about what this concept means precisely. Some consider it as community self-initiative and design-operational methods (Paul, 1987) and pool their resources in the problem-solving process in their area of jurisdiction (Harrison, 1995). Others reflect their “marked contractual relationships focused on working together for common educational ends” (Midgley, 1986:14). Such relationship targets to improve public secondary schools whose products serve to improve socio-economic well-being in their localities (Barzilai, 2003). However, school products and outcomes include economic returns in terms of remittance from the employed school graduates aimed at supporting their parents (Epstein, 1995).

Thereby, as highlighted in section 1.6, the CP approach broadly embodies all the people who are interested and ready to share responsibilities (Goh and Li, 2004). Such sharing sits in collaboration with the local government and teachers in managing school improvement to deliver quality education for sustainable community development (Flint and Robinson, 2008). The main concern

of this study does not rest on the geographical or political borders of a particular local authority but on schools and the community surrounding it, including other stakeholders who share interests, concerns, and perspectives as inseparable entities (Ranson, 2011).

### **3.3.2 A comparative consideration of ‘parent choice’ and community participation**

The school system in Tanzania offers open access to any parents to send a child of eligible age to join essential formal nursery, primary, and secondary school (Jingi, 2015). Since independence in 1961, while the government insists each parent must send a school-age child to school, it respects the promotion of ‘parent choice freedom’ of either private or public/free government schools. Nevertheless, URT (2014), in line with URT (1995), argues that a parent has no choice not to send a child to school when a child reaches school age. However, the granted parent choice freedom concerns, sending a child to either a private school or public/free government school (Chediel *et al.*, 2000).

As each parent wants their child to know and speak the English language fluently and also perform well in classroom subjects, the majority of parents prefer to send their children to private school as they believe they are better than public/free schools because most governments underserve the majority of public/free schools in terms of teachers, infrastructure, and stationery (Gibbons, 2017). Such government budget deficits make it difficult for schools to meet administrative and academic demands that result in inferior academic performance. The majority of graduates remain without any future, which is a great challenge to end poverty in Tanzania to meet the development Vision 2025 and MDGs (Yahl, 2015).

Unfortunately, when parents send their children to a private school as an alternative option, they encounter the challenge of very high school fees and other related charges. Unfortunately, the

livelihood of 80% of Tanzania's population relies on small-scale subsistence farming (Kamugisha, 2017), and they have too low income to manage private schools' fees and other charges. Moreover, such private (English medium) schools are very few, have smaller class sizes and better resources and are very expensive for this section of the population (URT, 2019) to manage. Despite government attempts to standardise education delivery at lower costs, they charge high tuition fees ranging from 1.5 to 2.5 million TZS per year, which is not feasible for the majority of local households (Jingi, 2015).

Arguably, most local communities/parents have no choice than sending their children to free government schools (Kambuga, 2013). Nonetheless, the 1974 Universal Primary Education (UPE), 1990 EFA, and 2002 PEDP output became higher than the number of public secondary schools available to enrol all pupils who pass the PSLE each year (URT, 2018). As parents need their children to attend primary and secondary education, local communities collaborating with LGAs have expanded secondary education. They played a significant role in establishing local public WBSS across the most developing countries. However, the sensitised local community participated in such a role for the sustainable community well-being and building a healthy community deterring individual parent choice freedom of where to send a child for secondary education.

### **3.3.3 The assumptions underlying the use of CP**

The assumptions underlying the use of CP rest on the fact that it has proven a vital approach in achieving sustainable local community development (Hornby *et al.*, 2011) across various socio-economic disciplines, though it is a challenging social process (Ogbu, 2004). Nevertheless, as governments in most developing countries reduce their education budgets; alternatively, CP sits as a sole source of maximising minimal government resource provision in managing public schools

development (King and Zanetti, 2005). This setting forms the essence of engaging schools' CP in supporting the development of public schools in Tanzania, Madagascar, Burundi, Malawi, Niger, Bangladesh, Togo, and Gambia (Winkler and Gershberg, 2003). The schools are not functioning well due to resource shortages (Tarabin, 2010). Shockingly, rural-remote areas face a critically worse situation (Uemura, 1999).

However, the participation of communities seems a fruitful alternative to rescue the schools rather than anticipating the government alone catering to all schools' needs (Massoi and Norman, 2009). This challenge needs what Dalal-Clayton *et al.* (1995:4) call "a multidisciplinary approach" that enforces government collaboration with local communities and development partners to "decision making and actions and handle the analysis of social, economic", and educational dimensions and "their interactions". Despite this approach meaning different things to different people, as highlighted earlier, when they become well organised and empowered, community members build in themselves a sense of ownership of any existing local public development project (Williams, 2012). Their active participation strengthens the practices (Bray, 2003) meant to improve the schools, which Ranson (2011:411) observes as "secure existence of school improvement predominantly infrastructure and performance for quality education".

A good example is public (free) schools constructed by the communities in their localities in Nepal, Ghana, El-Salvador, Latin America, Tanzania, Malawi, and Madagascar, as cited by researchers (Mishra, 2014; Condy, 1998) as an implementation of the global policy of EFA since the 1990s. In this situation, schools and people who live near the schools cannot be separated (Lumby and Foskett, 1999). While the schools are a resource for community development (TENMET Tanzania Education Network, 2013), schools use community activities and culture as resources for students learning. Ranson (2000:271) affirms that the task of developing schools must "cross boundaries

between school and home to include surrounding communities” as when schools function well liberates communities from illiteracy (HakiElimu, 2013). Reflecting on Ranson’s (2000) findings, using this approach in collaboration with the government and other development partners in managing the schools, the outcome rests on students’ success (Pandey *et al.*, 2009) while everyone feels accountable (HakiElimu, 2008).

However, there is a knowledge gap in what local communities contribute, their perspectives, and strategic motivation arrangements to enhance their contribution in managing public schools to achieve sustainable quality education delivery. This study focused on public secondary schools to close the gap and review the existing literature on the context of CP discussed in the following section.

### **3.3.4 The context of CP**

Despite endorsing CP widely as an essential component for sustainable public school development, there is less consensus about achieving it in practice, at field and policy levels (Hornby *et al.*, 2011) as it is a highly contested approach (Sheldon, 2010). The debate rests on the fact that some doubt how this approach may be realistic in practice while the traditional top-down bureaucratic controls (power) essentially override the opportunity and freedom of community voice (Kaufman and Alfonso, 1997). Their realistic participation remains muted in decision-making teams and practising their initiatives in managing public development projects/schools (Glassman *et al.*, 2007).

Some researchers see the difficulty for community members all to accept and participate as they are heterogeneous in terms of everyone’s literacy levels (Bhatnagar, 1992) in understanding the value of education and their participation. It seems worse where there are more illiterate people

than literate (Uemura, 1999). This perspective, however, is not a strong justification for considering the context of CP as a very complex phenomenon. However, conducting local seminars and workshops, and mobilising them to have their voice and practise at all stages of project development, empowers the whole community (Howard-Grabman, 2007).

Arguably, due to their meagre income, most community members spend more time on their household socio-economic activities than participating in improving local public schools (Hodgson *et al.*, 2010). While the majority consider managing such schools as the government role they voted for, their participation, therefore, is a waste of their time (Glassman *et al.*, 2007). However, Bush (2007) in line with Shaeffer (1992), appeals to community development experts, educators, governments, and development partners to ‘sensitise’ people to the need for their active participation as it makes them part of their development process. Several researchers (Agyemang, 2012; Sheldon, 2010; Dinham, 2005); Dalal-Clyton *et al.*, 1995) agree that: to what extent the government devolves power practically to the grassroots level under the policy influence determines the context of CP at a given area. Dalal-Clayton *et al.* (1995:5) cite an example at the project level, International Institute for Environment and Development (IIED), which examined over 200 purportedly participatory projects. The project found that, in practice, participation meant anything from passive listening only (the project leader does the planning, the people do what the projects want), instead of communities defining their objectives, implementing, and monitoring the project themselves. Reflecting on this experience, Agyemang (2012) in line with Dinham (2005), agrees that as people have different perspectives on what exactly the context of CP means, a good determinant factor to consider relies on what the researcher needs to know based on the focus of the study.



This study intended to explore the overall situation to develop a clear understanding of the context of CP in managing public secondary schools that Sheldon (2010) refers to as the context of home-school-community collaboration. The focus rests on what constitutes CP, types of participation, attendance, and what they consider as the barriers to active CP. The following sub-sections discuss these alongside theorising this approach.

- ***What constitutes CP***

This section explores common indicators that reveal that CP in school decisions may be in the form of individuals or organised group support (Chapel, 1997), CBOs, and NGOs (Zachariah and Soorya, 1994). However, in the context of supporting schools such as public schools, participation signposts regular school-community-related meetings, and various initiated local community-driven-school development committees (Fitriah *et al.*, 2013). The LGAs coordinate such meetings and committees in collaboration with the schools themselves for community support issues in developing the schools (Govinder, 1997). At a school level, traditionally, the SGB and its meetings, as experienced in the UK, are a bridge that links the school and the community (Ranson, 2011). This context makes sense when community members have their representatives amongst board members, but community voice should determine who represents them in such boards (Ranson *et al.*, 2005b). However, board members should be responsible for the community in terms of providing them with feedback (Sharma, 2007).

Since CP seems a common approach prioritised by most governments to support poverty alleviation endeavour (Pitchford and Hunderson, 2008), community representatives in the SGBs must deliver a realistic community voice (Wolfensohn, 1996). Traditionally, the school leaders propose and appoint these people in collaboration with the local education authorities (LEAs) from the same community under the guiding criteria (Coleman, 2008) set by the government. Active

participation of local communities equally has access and voice by sharing their initiatives to develop schools (Barnes *et al.*, 2007). However, this depends on the type of existing CP, since in some cases where the top-down approach overrides everything, community voice and access remain traditionally muted (Chapel, 1997). Unfortunately, there is no way to amplify the existence of this approach (Pitchford and Hunderson, 2008) as it will not be realistic.

However, as the effectiveness of community engagement relies on the existing type of participation in practice, the following sub-section discusses it.

- ***Types of CP***

As perspectives on this approach vary, its application in practice also varies either based on the purpose of using it (Pretty, 1995) alongside what Dalal-Clayton *et al.* (1995:5) call “the strategy implementation” at the field and policy levels. This section identifies various types of CP based on this study's focus, as stated in section 1.3. However, as the community contributes to achieving quality education (Machumu, 2011), the reviewed literature highlights types of CP. According to Pretty (1995), there are five main types of CP, such as participation by *consultation*, *functional*, *interactive*, *self-mobilisation*, and *passive*.

**Participation by ‘consultation’:** Commonly, educated youths, working-class, and retirees of different related professional disciplines of the society living near the schools. When consulted, they can offer their professional experience, skills, and knowledge in demand for the development of the schools (Wedgwood, 2005). However, as those consulted perspectives vary, school leaders define both problems and solutions and may modify these in light of consulted people’s responses (Pretty, 1995). Unfortunately, in this type of participation, the consultation process does not provide room for sharing decision-making between contacted community members and school

leaders (Oakley, 1995). Nevertheless, the decision to utilise the inputs from those consulted remains the school leaders' choice (Barnes *et al.*, 2007) depending on the essence of the consultation as per school needs. For instance, the consulted community often volunteers to provide the schools with the resources in their localities in India, Indonesia, and Bangladesh (Pandey *et al.*, 2009).

Some school leaders ignore incorporating consultants' inputs into action toward solving problems for improving schools. They experience a highly debated education quality concern (Sanders, 2003) due to their schools' ill-functioning. For instance, researchers cite the most public WBSS in Mali, Togo, Ghana, Zambia, and Kenya (UNESCO, 2008b; Winkler and Gershberg, 2003). Nevertheless, to make this approach fruitful, the consulted community must share decisions on how best the schools should be (Epstein, 2009).

Notwithstanding the usefulness of this approach, participation by consultation creates a gap between local consulted people and other non-community members (Chrispeels, 2006). In this sense, relying on this type solely becomes challenging to achieve sustainable school improvement unless it works alongside different types (De Souza, 2008) discussed in this section which promote effective interaction.

***'Functional' participation:*** Local people share their voice and resources at the implementation of school development projects as a means to improve the schools. However, the government and school leaders collaborate with the people living near the school for a joint effort to implement the plan (Pretty, 1995). Although the community may not participate in setting up goals and objectives, their voice and practices during the implementation of how best to achieve those goals matter most.

In practice, people participate by forming groups (committees, advisory groups, and councils) to meet those predetermined objectives based on what Arnstein (1969: 4-5) calls “the illusion” given by those in authority that ‘research actors’ have a say in the decision-making process. However, in this type of participation, inactive participation of communities often delays the success of the project (De Souza, 2008). Studies conducted in Bhaktapur and India (Sharma, 2007), Ghana, and the Republic of South Africa (Boaduo, 2001) reveal similar observations that active participation recognises community voice in setting school goals and objectives that encourage active CP (Stoner *et al.*, 2006) to achieve the project goals.

**‘Interactive’ participation:** Local community living near the school and development partners (who are interested) participate in joint analysis from early planning, decision-making, and evaluation stages (Pretty, 1995). A routine interaction between the community, schools, LGAs, and schools makes the community build a sense of belonging and ownership of the projects. Studies conducted in Hong Kong, Nepal (Bray *et al.*, 2014), and Indonesia (Fitriah *et al.*, 2013) cite an excellent instance of interactive participation where community voice and practices take part from early stages of action plans implementation and evaluation. This approach includes sharing the outcomes through their local groups (Uemura, 1999), enabling public schools to determine the rational and optimum utilisation of available community resources to improve those schools.

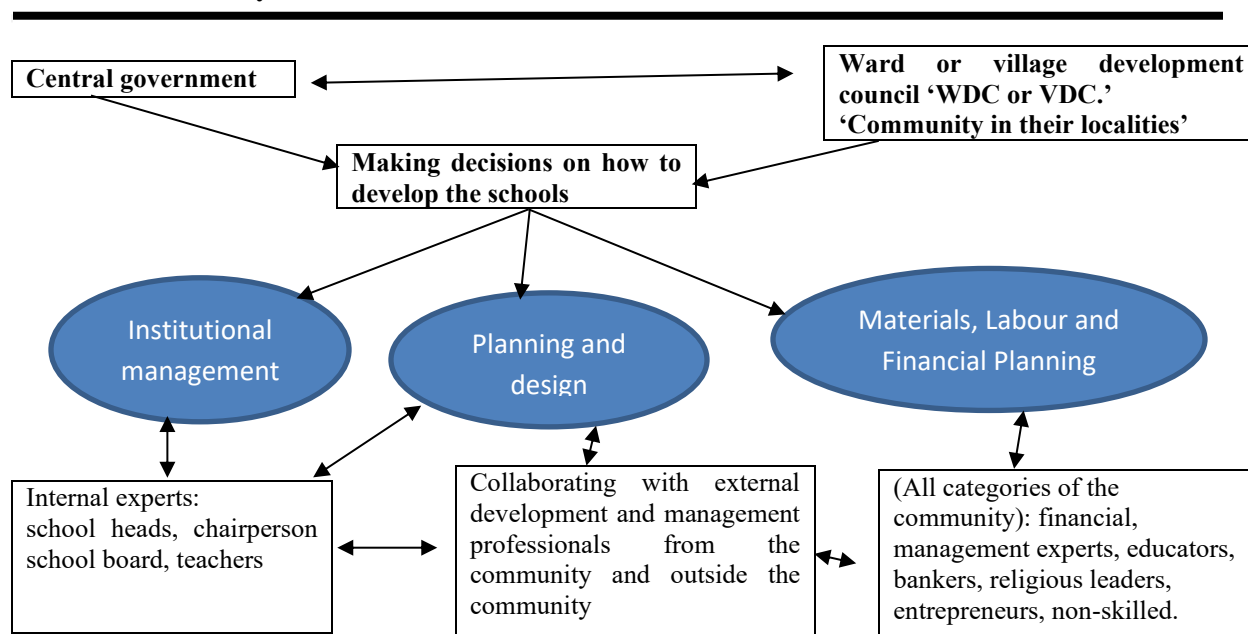
As people in the community are traditionally heterogeneous in terms of literacy level and experiences (Bregman, 2005), the interactions may consist of debated perspectives on some of the tabled issues needing community attention. Drawing on interactive CP experiences in managing public schools in Baluchistan – Pakistan, Republic of South Africa, Columbia Escuela Nueva, Gambia, and Montserrat – it works alongside systematic and structured teaching-learning

processes under interdisciplinary methodologies (Tarabin, 2010). Interestingly, it aimed to consolidate varying perspectives and some frictions (Uemura, 1999). However, collaborating parties all learn from each other's initiatives and commitment and improve school academic delivery and outcomes (Tarabin, 2010), students' behaviour, and meeting staff needs.

Importantly, this type of participation builds *a school caring community* as it has a stake in maintaining structures or practices in managing such local public schools (Ranson, 2011). It further makes the wider community a potential, equal partner and accountable in managing the schools (Miller-Grandvaux and Yoder, 2002).

In light of interactive participation, Abbott (1996:53) identifies “functional interactive centres”, which illustrate a functional interaction between the local community and school leaders based on political decision-making delegated to local authorities by the central government. Such centres encompass leadership units that interactively manage the schools (Abbott, 1996:53-54). In this approach, community members must assess needs, inputs, and processing services (Sheldon, 2010). Finally, they must be accountable for outputs (Svara and Denhardt, 2010). **Figure 3.1** shows how those functional centres interact.

**Figure 3.1 Functional centres showing the interactive participation approach in managing public secondary schools**



Source: Adapted from Abbott (1996:53)

In figure 3.1, the central government interacts with local government and the community through ward development councils and directly with schools under the decentralisation policy context (Bray, 2003). Community participates from the planning stage to implementation of all matters that seek joint efforts to clear them. Nevertheless, community voice and actions in making decisions remain in devolved power and opportunity of blending multiple relevant initiatives (Sirianni, 2009). As maintaining this seem important at all stages (Siegel, 2006), it reveals the actual value of interactive participation toward achieving sustainable school improvement (Zachariah and Soorya, 1994) of the project in question.

**Self-mobilisation:** People mobilise themselves and use collective action to participate by taking their initiatives independently but under the agreed government standards based upon the given guidance (Parry *et al.*, 2014). To meet required standards and quality, they develop contact with the government and development partners, just for technical advice or extra resource support.

However, Ranson *et al.* (2005), in line with Sergiovanni (1999), emphasise that the community tends to retain control over how to use resources to achieve the goal.

Importantly, from the context of valuing community members' self-mobilisation, they are considered responsible for diagnosing school needs and developing their initiatives (Tarabin, 2010). Also, they implement what is agreed from collaborated decisions (Rifkin and Pridmore, 2001) made between the public school leaders, ward development council (WDC), and community members (Chapel, 1997) under government guidance. Nevertheless, this type of participation does not guarantee consensus because it may have different meanings as per the different people's perspectives. Therefore, the issue of resolving the quest of harmonising varying views of the research actors in this type of participation (Pryor, 2005) to achieve the project goals and objectives remains unmediated.

The success of community self-mobilisation practices depends on whether those communities have detailed information about the oversight and services they are entitled to and from schools (Pandey *et al.*, 2009). There should be state-devolved oversight roles and responsibilities to the community to participate in managing the development of local public schools. For this inquiry, Uemura (1999:9-10) highlights possible community oversight roles in Tennessee (USA), Chile, El Salvador, Papua New Guinea, Thailand, Argentina, the UK, and Minas, Gerais-Brazil and Algeria, where communities mobilise themselves in terms of resources. They also follow up on students and school progress (Winkler and Gershberg, 2003) before any intervention from external agencies, which enables the school to improve education delivery and outcomes (Gibson and Graff, 1992).

***Managing school academic matters:*** People can participate in making needs assessments for pedagogical supervision and support, helping children study at home and in schools, and offering a conducive environment for students to learn. The community “can contribute to teachers’ teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to children” (Uemura, 1999:10); also, furnishing schools with required stationery, desks, chalk and textbooks.

Community role includes monitoring school quality-based performance and identifies factors contributing to education problems in schools (low enrolment, high repetition, and dropout) (McDonough and Wheeler, 1998). If schools are collaborative, a participating community can be a powerful incentive for solving student truancy and teacher absenteeism, lack of punctuality, and teacher shortages (Uemura, 1999). It becomes easy when the community becomes aware of what students and teachers do, as they are an integral part of the community. In her study in the USA, Epstein (1995) in Uemura (1999) observes parents of students and other volunteering community members following up students’ attendance at school and self-learning at home.

***Managing school financial matters:*** This engages fundraising for schools, advocating education benefits, boosting the morale of school staff, construction, and repairing school facilities (laboratories, classrooms, offices, and libraries). In this aspect, they can gather more resources from their initiatives (Shaeffer, 1994) and solve problems by handling self-initiated budgets (Abbot, 1996) and collaborating with the school authority to operate schools.

***Managing students’ needs:*** Community/families prepare children for schooling by giving them adequate nutrition and stimuli for their cognitive development (Mncube, 2008). They ensure students’ regular attendance, advocate and promote girls’ education, and actively attend school



parents/community meetings to discuss and learn about children's progress, classroom behaviour, and general discipline.

***Managing needs of teachers in schools:*** Where there is an acute shortage of qualified teachers, for instance, in Vietnam, Pakistan, Bolivia, Kenya, Philippines, and Venezuela, people with a similar teaching qualification in the community mobilise themselves in collaboration with the school leaders (Uemura; 1999) under the policy context. Using LGAs' guidance, they volunteer to teach, recruit, and support teachers' salaries (Phillips and Schweisfurth, 2006). Though people differ in terms of their perspectives on who is responsible for resolving teachers' needs, people who share common interests often participate as expected (Omari, 2002). Some "provide teachers housing to attract teachers, particularly female teachers who otherwise prefer to stay in urban areas" (Uemura, 1999:9). However, where critical teacher shortage, schools temporarily use retired teachers and other educators to avoid students missing lessons and care (Goldring, 1994). Likewise, school leaders look for a long-term solution in collaboration with LGAs' consent (Fung, 2006).

***'Passive' community participation:*** People at the grassroots level implement what the top authority decides, particularly trickled-down decisions/issues (Dalal-Clyton *et al.*, 1995) needing community attention in managing the school improvement under the policy context (Willmot, 1989). As a *top-down approach*, leaders at a macro and meso-level assume that people at the grassroots do not have the potential to decide for themselves (Pretty, 1995). This approach impedes school development projects as leaders exclude community-voice and initiatives in planning and decision-making stages as they lack a sense of owning the schools (Bray, 2003).

Some researchers argue against this type of participation as a dominant tradition of political leaders using it as the immediate alternative of directing the projects to fulfil their political ambitions (Chrispeels, 2006) and not for the local people's interests (Willmot, 1989). Some feel that the governments have possibly lost their accountability for resourcing the schools (Cheetham, 2002).

When passive participation becomes a dominant tradition due to the rigidity of the authoritative field of power and power relation, structured in a way that is not easy to incorporate community voice, the participation of the community becomes very manipulative (Paul *et al.*, 2006).

- ***The influence of power and power relation on the participation of the community***

Generally, inter-related strands of power and power relation operate at both micro and macro levels within society and public educational institutions. They need to be understood to comprehend the dynamics of a relationship between schools and communities (Rowe and Frewer, 2000) while promoting the need for input from the community's resources (Sanders, 2003). Arguably, while power remains the authority to make decisions, power relation means a complex system of relations, which comprises *top-down* and *bottom-up* approaches (Ranson *et al.*, 2005). "Finally build a working relationship which binds the authority and communities" (Foucault, 1975: 62) based upon the need to work together as a team.

However, each approach has tension against the other when it comes to the task of decision-making (Bush, 2011). In these circumstances, power relations set up either in the form of a *top-down* or *bottom-up* approach under the policy context have a significant influence in determining the existence of CP, particularly the type of engagement. The focus rests on how the government and schools collaborate with communities in managing public development projects that affect their well-being.

**Top-down approach:** *Top-down control* often overrides the opportunity of community voice and initiatives (Wallerstain, 2006), and they remain implementers of the trickled-down leaders' decisions (Tylor, 2001) and orders. For instance, the volunteering communities implement what the higher education authorities instruct (Wedgwood, 2007) despite this approach sometimes contradicting the policy context (HakiElimu, 2013) as it excludes community initiatives (Bush, 2011). At this point, the community seems obliged to share resourcing the schools as advised under the legislation put in place (Williams, 2012).

Some educational researchers (Azaveli and Galabawa, 2012; Taylor and Robinson, 2009) seem not confident with CP, as they suspect it, a government political means to get public schools built and celebrate its political goals. They see it as the government trying to dodge its responsibility of fully funding and providing for the schools (Azaveli and Galabawa, 2012). While decision-making still seems centralised from the top-down approach across government bureaucratic channels down to a school level, how possible it is to get a realistic community voice, has been a significant concern (Taylor and Robinson, 2009). Interestingly, CP receives high advocacy as a dynamic approach in resourcing school improvement projects' endeavour, albeit they are not decision-makers (Wolfensonhn, 1996). This approach remaining unrecognised in planning and developing multiple initiatives in implementing the plans to manage the schools is a question that has not attained clear answers (Machumu, 2011). However, the lack of clear answers to this question retains the fact that CP may not be a realistic approach to rely on in managing the schools professionally (Yang and Callahan, 2007). This study, nonetheless, explored answers to this question as presented in **sections 4.3.3 and 5.1.3**.

**Bottom-up approach:** The community's self-determination functions well under self-mobilisation as the lower element of the hierarchy (Carney *et al.*, 2007), where the grassroots level has a

relationship of mutual support and cooperation with one another. At this level, there are two ways of working:

1) Interested community members, PSG and CBOs, after they have been informed by teachers or LGAs about school needs, sit on their own first. James and Nightingale (2005:3) argue that “they develop initiatives, make decisions and inform schools leaders and LGAs about their decisions needing government guide for the actions”. Local communities work in collaboration with LGAs and school leaders, although it may not be a smooth approach because of the varying perspectives of the people who belong to it.

2) The local community recognises problems and pay attention to solving the issues, with examples of schools that are not functioning well in terms of academic performance (Glassman *et al.*, 2007). They sit together with the school leaders and LGAs to let them know their intentions, and they work on it based upon what they have agreed in common. As the community has a large population, “they use their representatives” (community elects) to represent them in SGBs (Rowe and Frewer, 2000:11). However, community members need *independence* (people should participate willingly without external forces) in managing the schools. Besides, they need *transparency* in the decision-making process (providing feedback) (Wallace and Poulson, 2003) which remains vital to people at all levels from planning, implementation, and results.

Nevertheless, when school leaders and LGAs ignore community initiatives and voice in decision-making while schools are not functioning well in academic performance, community members are likely to oppose or boycott participation (Lloyd and Sullivan, 2003). Since each community is complicated, these differences lead to emerging complexities, questions of power, and conflicts of interest within the community (Hodgson *et al.*, 2010). Due to such heterogeneity, even during

decision-making, marginalised groups may not necessarily have a chance to express their opinions to the same degree as the minority (those dominant or haves) groups (Williams, 2012). However, where some community members have negative schooling experiences themselves, are illiterate, or without reason, feel uncomfortable engaging themselves in school matters (Ranson *et al.*, 2005b). It worsens when there is a mismatch between what the community expects of education and what those schools provide (education delivery, products, and outcomes). Uemura (1999) elucidates:

“Community/parents are optimistic about the economic value of education, but their optimism decreases when we ask them to think about the role of education in their own lives” (Uemura, 1999:11).

Such a decrease in community optimism becomes more serious when children’s academic failure seems more pronounced than overrides their success. Yet, some school heads fear losing their authority within schools, as the community may take their power (William, 2012).

This study does not encourage the communities to take power and replace school leaders in authority. Instead, it focuses on promoting the PTMM of developing public schools by spreading the burden of resourcing the schools. This confidence emanates from the fact that the same communities using their resources and initiatives built the schools in their localities in most of Asia (Fitriah *et al.*, 2013) and the whole of Africa (Glassman *et al.*, 2007). They can do likewise to clear problems that school heads experience in managing public schools (HakiElimu, 2013), though it is not a panacea that can solve all the issues in those schools.

**Community attendance:** Physical community response in supporting the development of public secondary schools. However, their attendance relies on their “perceived expected benefits for themselves and their generations” (Oakley, 1995:5) as they affect their well-being. Studies conducted

in Tanzania (Hodgson *et al.*, 2010), Kenya, Uganda, Malawi, Mali, Nigeria, Ghana, central Africa (Glassman *et al.*, 2007), Zambia (Chiwela, 2010), India, Nepal, Indonesia, Madagascar, Escuela Nueva-Columbia, and Brazil (Pandey *et al.*, 2013; Uemura, 1999) reveal high community attendance in building the WBSS. They provided their resources for their expectations to enable them to send their children closer than before and take daily care and follow-up of their children.

Nonetheless, in reality, the authoritative power not only undermines community attendance but also limits the opportunity of local communities' initiatives (Cunningham, 2003). Though few community members fail to attend, the majority can and furnish the schools with necessary resources (Gbogbotchi *et al.*, 2000) under the bottom-up approach.

### **3.3.5 Barriers to active CP**

This section uncovers what Cross (1981) in McGivney (1993) categorises as deterrents to participation into dispositional, situational, and institutional barriers. However, this study explored both participating and non-participating community members, which are equally important. Although some scholars oversimplify the reasons for non-participation into these categories, McGivney (1993:17) pinpoints that they provide “a useful starting point”. She expounds on *dispositional barriers* as:

“Reluctance of a community member to engage in managing a public school may have more to do with attitudes, perceptions and expectations than with any practical barriers...this problem has been underestimated because research actors may not recognise, or wish to admit to, negative feelings towards education” (McGivney, 1993; 17-18).

CP in managing the schools may be affected by low self-concept, which Baryana (2013:61) in line with Hornby *et al.* (2011), describes as an example of a *dispositional barrier*. This barrier is their negative perception of the interaction between (a sense of) self and their value of participating,

impeding their participation. The dispositional barrier is the opposite of intrinsic motivation that requires, as Baryana calls it, a *sense* of self-efficacy. Therefore, educating them becomes a converse factor of the dispositional barrier.

***Situational barrier:*** Considers either physical or non-physical circumstantial effects that may cause non-participation. This study agrees with McGivney (1983) that issues like lack of time and money as situational barriers play a vital role in limiting community members' freedom to participate in managing their WBSS. Some consider lack of knowledge as a reason for their non-participation (Bray, 2003). Nevertheless, as the community seems heterogeneous, it is invalid to view all the people as illiterate (De Souza, 2008). Other impediments include “the need to spend time with family members” (Gibson and Graff, 1992:39). As they struggle for survival, the majority “fails to pay the school fee and other necessary contributions” (HakiElimu, 2005:2). The converse of situational barriers could empower the community with the freedom to voice their initiatives (Stone, 2001).

An unresponsive system is one of the main reasons for deterring CP in education, which McGivney (1983:18) considers as an *institutional barrier*. However, a lack of clarity and participation-based framework in the policies and procedures within the institution itself limit the opportunity for CP in managing public schools (Glassman *et al.*, 2007). Converse to an institutional barrier, this study agrees with Bryana (2013:60-62) that “any policy-based enabler” acts to mitigate this deterrent, for example, policy and procedures review to define the opportunity to establish strategies for active CP.

### **3.4 Methods of CP in managing public secondary schools**

There are no fixed CP methods in supporting schools as they are context-dependent (Miller, 2018c). Nevertheless, people have different perspectives depending on the context and purpose of engagement. Therefore, this section discusses the ways based on the purpose and context of this inquiry.

#### **3.4.1 Community voice their views, ideas, and challenges in decision-making through local meetings that involve them**

When they get the opportunity for freedom of speech and practice in local community school-related meetings, they can voice their views and opinions in decision-making and implementation (Ranson, 2011). Explicitly, this opportunity happens when community members are considered accountable for solving school problems and improving education delivery, students' behaviour, and teachers' needs (Paul *et al.*, 2006). This context becomes a significant motivating factor because it inculcates a sense of community ownership and control of the schools in terms of finance, self-reliance, better academic performance (Miller-Grandvaux and Yoder, 2002), and other cherished values (Chowdhury, 1989).

Many researchers clarify this way through a bottom-up approach that it originates from the people themselves (Ranson, 2011), and without external pressure (Callahan and Yang, 2005), it increases their self-determination in practice. However, their representatives in the SGBs must be community elects (Ranson *et al.*, 2005) to bring a realistic community voice (Nixon *et al.*, 2001). Of importance, such representatives should have an equal right to voice their views and initiatives (Engestrom, 1999), and practise them in collaboration with school leaders.



### **3.4.2 Action teams for partnership**

From a self-reliance and self-help perspective, community members cannot all attend SGB and school meetings as they are heterogeneous (Ranson, 2011); they form action teams (Watts, 2001) that often work on their behalf (Sharma, 2007) on the following basis:

***Encouraging a collaborative and consultative decision-making school leadership:*** This setting offers an opportunity for the interested individuals and groups, NGOs and CBOs, PSG, and development partners (individuals, donors, private sector, and academicians) to support school leaders in managing the schools (Anderson and Minke, 2010). Others are religious bodies and local community leaders' committees (Passi, 1999). When they are interconnected at a given opportunity, they utilise community resources and initiatives (Murphy and Torre, 2015) to design and maintain school infrastructures (Auerbach, 2007; 2009) and academic development projects (Harrow and Bogdanova (2006).

Interestingly, the “consulted community action teams that include retired experts/professionals can share their knowledge, skills, and experience” (Becker, 1997:155). Therefore, school leaders often raise issues, problems, alternatives, priorities for collective action” (Paul, 1987) with such teams.

The teams may volunteer to assess and identify needs (Mosha, 2006) and develop strategies to meet the necessary school resources in demand (Koontz and Weihrich, 2007). Importantly, their voice must fully participate in setting priorities to ensure the schools attain good security and material resources (Choguill, 1996) for students success.

### **3.4.3 Community shared responsibility for resourcing public schools**

Since the 1990s, governments in most countries collaborate with grassroots communities in resourcing local public schools (Bray, 2003). In this setting, CP increasingly sits as a potential

resource for students' learning (Hunderson, 2008) as they contribute the agreed support (Kambuga, 2013). In this role, "communities bestowing their capacities for the public good has been a significant icon in all successful local development projects mainly in the developing countries" (Bamberger, 1991:viii). However, it happens when they are aware that what they volunteer to provide the schools (Hoppers, 2001) is for the advantage of the whole community, as Ranson *et al.* (2003) assert:

"The wider community, their commitment and accountability presuppose a public sphere informed by principles of neoliberal polity which regards its members as citizens who participate in deliberating and deciding about its collective goods for the public well-being" (Ranson *et al.*, 2003:717-18).

The assertion above implies that community commitment increases in resourcing the schools when they participate in the decision-making and practise their initiatives (Chambers, 1994). Under the policy context, they participate in terms of cost-sharing schemes (Bamberger, 1991), such as resourcing school development projects (Paul *et al.*, 2006).

Some researchers cite examples of local communities that, in collaboration with community-based development partners and the government of Niger, since the year 2000, the government of Japan – through JICA – supported the project on "*improving school management through the community in Niger*" (Winkler and Gershberg, 2003). In addition to their self-organised community volunteering in the project, JICA helped the community establish school management committees (Bredlid, 2009), including heads of schools, chairpersons of school boards, and teachers' representatives, parents, and the community. Finally, JICA (2003:43) concludes that "this participatory approach manages to keep on improving the quality of education through a created a sense of ownership of schools by the community".

In Uganda, since 1963, “active self-volunteering by the community in collaboration with the government through community including PTA forming school management committee (SMC) has dominantly been supporting schools” (Pass, 1999:201). The majority volunteer to provide labour, materials, housing, and extra pay to motivate teachers (Pass, 1999:213). In this regard, the community feels proud of using its resources to support education and local school improvement (Daniels, 2001).

“Since the mid-1980s, the community in Zambia has been sharing costs with the government to manage public secondary and primary schools. 94% of the education budget from the government covers only teachers’ salaries while ‘community plays a vital role in providing academic resources, motivating teachers, building classrooms’ and other infrastructures including administrative costs” (Ishumi, 1999:15).

Under very interactive participation, Epstein establishes this role in her six types of involving school families and communities to work together in caring for public schools (Epstein, 1995:704). Although all she has established seems to work well in the USA and other developed countries, for instance, in the context of Tanzania, they are the things to learn and put into action. Nevertheless, communities participate through parenting, ensuring learning at home, and communicating between home-family-school (Glassman *et al.*, 2007). The community volunteers in funding schools also provide labour in school physical activities (Becker, 1997), caring about students’ discipline, school defence, and security (Colletta and Perkins, 1995).

Most interestingly, community activities as the learning resources for students provide an indigenous knowledge system (IKS) that supports the implementation of the classroom curriculum (Sanders, 2003). School leaders often welcome local people to teach students cultural issues and local business activities in public schools in Thailand, Algeria, Brazil, and Papua New Guinea. In contrast, in Columbia Escuela Nueva, communities teach students traditional mining techniques,

fishing traps, landscapes, economic activities, food culture, and health problems (World Bank report, 2010a and 2010b). Likewise, the community participates physically in school construction activities (Carvallo, 2000) while sharing resources.

Although how local communities participate in education leadership and school improvement seems a complex phenomenon as per the different ways proposed by the literature, what ways seem better depends on the people's context and nature in a given locality. However, possible ways may be made clear for the community to participate fully to achieve the goal, though it is a challenge because people have a different perspective on the value of their participation in managing the schools.

### **3.5 People's perspectives on the value of CP in managing public secondary schools**

#### **3.5.1 Social cohesion**

The action of engaging communities in their localities implies making them available in the local meetings, and sharing decisions and various experiences (Keith, 1996), working together physically in developing school projects (Martin, 2000). Notably, it fosters social cohesion which makes people establish social networks among schools, local people, and LGAs as one team (Sanders, 2003). Although they may have contrasting perspectives, the action of being together routinely is an impetus for them to establish a horizontal social tie. It includes those who share interests and responsibilities for children, and they encourage each other to build partnership activities ranging from student-centred to community-centred (Khaniya, 2007). This action sometimes takes them far, helping each other when one has problems needing public attention (Hodgson *et al.*, 2010).

This approach makes community members feel connected and have potential (Williams, 2012), and it is more concerned with ensuring sustainable school improvement in their localities. However, under a genuinely devolved power in practice (Massoi and Norman, 2009), as supported by research data in this study, local communities' participation builds a '*school caring community*' (Epstein, 1995:701). The community, therefore, makes a friendly setting for active students' learning and achievement of quality education that leads to building healthy communities.

### **3.5.2 Healthy communities**

When communities have established social networks and relationships, they build a healthy society (Fullan, 2001) with some social capital elements, making them a stable community (Msila, 2016). This level efficiently strengthens school-community collaborations that provide mutual benefits to the school, community, and LGAs (Fullan, 2011). Although some argue that healthy communities can be built even without CP in managing the schools, others say that CP is part of their development, so without them, there is no sustainable healthy community (Ray, 2013). Moreover, as community-integrated activities and services are needed for children's success, the participating community ensures that school projects achieve their objectives (Benson, 1996).

***Social-learning:*** Active CP builds social education for both planners and students (Fullan, 2011), whereby their partnership builds healthy collaboration between school leaders and local people as each group learns from the other while managing the school projects (Ranson *et al.*, 2005).

### **3.5.3 Add resources that improve the school functioning**

In supporting school improvement, communities provide supplementary resources needed for school improvement (Wedgwood, 2007). Accordingly, communities provide the workforce and physical resources required for building schools that strengthen school programmes, teaching and

students' learning, and family practices (Bray, 2001). In managing the schools, participating communities build and equip science subject laboratories, extra classrooms, and toilets and maximise the reduced government funding in schools (Miller, 2018c). These practices enable teachers to purchase tables, chairs, lab equipment and apparatuses, textbooks, chalk and other learning materials (Epstein *et al.*, 1997).

Interestingly, communities offer IKS and skills, retired teachers, educators, and local people with related disciplines (Fitriah *et al.*, 2013). The IKS stops students from missing lessons and practising some subjects due to the shortage of teachers, though not to a greater extent to meet students' needs (Hodgson *et al.*, 2010).

Traditionally, local communities provide security and defence to schools (Khaniya, 2007), teachers, and students while promoting girls' education, providing labour, and funds for school development (Wedgwood, 2005). This role accords a plethora of literature on the value of revitalising gender sensitivity, equity, and equality (Bray *et al.*, 2007), and the findings of this study presented well this role. These all make communities a core agent of education delivery (Uphoff, 1977) because school improvement predominantly depends on community inputs.

The state government officially operates Cambodia's school system but depends heavily on the communities' input (Bray, 2003). "In 1997, households and communities were estimated to provide nearly 60% of the all resources used for public schooling" (Bray, 1999:127). "In 1998, 115 community schools operated as government schools" (Bhutan, 1999:25). In China, 32.4% of public school teachers until 1994 were '*minban*' personnel employed by communities by collective decision (China, 2000:55). Besides, Bray (2003:34) cites an example of "Togo, classified 19.1% of public schools in 1998/99 as community self-help institutions relying on community resources"

(Gbogbotchi *et al.*, 2000:24), likewise 54% in Zambia, 48% in Malawi (Malawi, 1993), and 42.9% in mainland Tanzania, 42.9% of the same type of schools (Chediel *et al.*, 2000).

In England, public school board governors across the UK have adopted (modernising) perspectives of monitoring schools to improve performance. They have nevertheless developed conceptions of governance that are independent of ‘the state’ and reflect local cultural traditions of governing education. In this sense, governors have become active citizens in schools rather than parents and communities (Ranson *et al.*, 2005a:357, 368-369). In the USA, parents and CP in public development projects seem paramount (Morse, 2012:79) as they develop citizens’ academies.

Generally, communities' active participation offers them an opportunity to extend limited government resources in managing education and school improvement. Therefore, such teamwork makes them proud of their children getting quality education from the schools improved by their support.

### **3.6 Motivation strategies deployed to enhance participation of the community in managing community secondary schools in their ward localities**

Due to the heterogeneity of the people in the community under exploration that minimises the morale of people’s participation, as discussed earlier, there is a need to explore what motivation strategies are put in place to promote and ensure sustainable CP in managing the local public schools. As a prerequisite, it is worth such an assessment to focus on whether the community participates in public schools and how they interact with those schools (Mncube and Harber, 2010). Whether they address school needs, benefits of working together as a team (Chambers, 1994), owning and reinforcing its rules and regulations, and has leadership knowledge and skills to work with school leaders and manage the given tasks (Ansell and Gash, 2008). Given this, the schools

have a consolidated guide that identifies policies, procedures, guidelines, skills, attitudes and behaviours, and organisational norms (Shaeffer, 1994 in Uemura, 1999:14). This setting includes mechanisms (collaborative structures and organisations) to motivate and mobilise CP (Bamberger, 1991) in managing education.

### **3.6.1 Supporting policy statement and legislation in place**

At the macro and meso-level, specific policy guidelines and legislation relating to the functions and responsibilities of organisations should stipulate how CP takes place in managing public schools. In this setting, decentralised policy by devolution offers a greater emphasis on the friendly opportunity to local community initiatives (Bush, 2011) that, if effectively incorporated, smoothen the task of managing education (Campfens, 1997).

At the micro-level, there should be policy guidelines governing the responsibilities and functions of PTAs, school committees, village education committees, and the community in various aspects of education (Campfens, 1997). In this sense, the policy should devise a framework of collective decision-making structures and illustrate linked participatory activities at the micro-level and draw a link between meso- to macro-levels (Gbogbotchi *et al.*, 2000). The framework should illuminate communication channels that link participatory activities at all identified levels (Malawi, 1993). Such structure features all community members who can effectively participate in school development projects, where there are high government commitment and technical support for participatory approaches in a decentralised policy context (Banton, 2005). Together, these inculcate a sense that CP in education (Chediel *et al.*, 2000) is not only formal but an integral part of the successful management of local public schools (Kelly, 1998).



### **3.6.2 Acknowledge and demonstrate appreciation**

In some cases, teachers and local leaders appreciate the community for their active participation. Researchers argue that appreciation encourages community members to participate with confidence that they are not wasting their resources investing in the schools (Glassman *et al.*, 2007). Nevertheless, CP is a complex phenomenon as people differ in their response as “some approach it with great enthusiasm and commitment while others remain idle along with little evidence of engagement” (Lovell, 1982; 113).

When community members participate and improve WBSS, and the school leaders acknowledge such a community role, it indoctrinates “extrinsic motivation” (Barbuto *et al.*, 2004:14) in them. It makes them see the value of their participation (Watson, 2007) and signpost their future participation (Kelly, 1998). Of interest, when school leaders praise that active community resources’ input in schools results in improved students’ academic performance, the local community becomes proud of their participation (Bush and Middlewood, 2005).

### **3.6.3 Showcase elements of collaboration**

Schools prepare exhibitions for students to demonstrate to the community what they learn and practice at school to encourage existing collaborations (Sheldon, 2010). This practice promotes wider community participation when they see the school-designed curricular and extracurricular exhibitions during students’ graduation (Chrispeels; 2006). Although not all people may attend the exhibitions, those who are interested may disclose something to the wider community about students’ creativity and extracurricular activities like cleanliness, sports, and games (Sergiovanni, 1999).

Such students' academic showcase includes playing football, volleyball, and netball with local community teams often encourage active school-community collaborations (Gudnadettir *et al.*, 2009). That showcase inspires community members to continue participating in various school matters since they witness the outcome of their efforts (Pryor, 2005) in managing the schools.

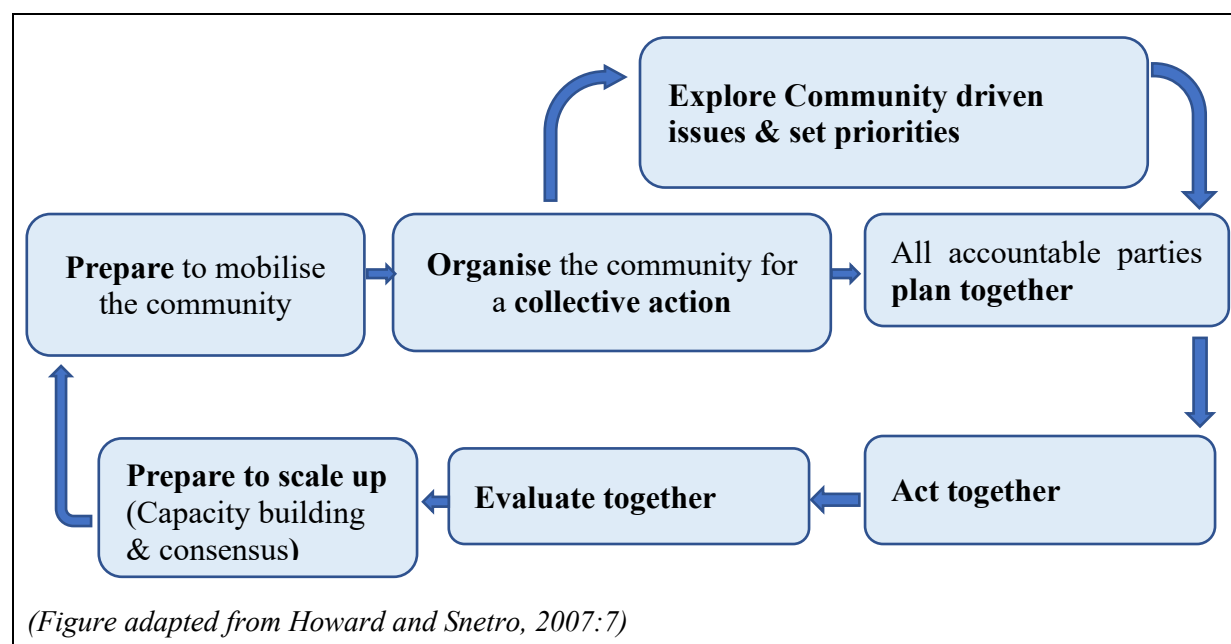
#### **3.6.4 Establish and strengthen school/parents/community partnerships**

*Mechanisms – collaborative structures and organisations:* Public schools should open the doors for the authority to collaborate with the wider community and form partnerships in managing them (Mikkelsen, 2005), particularly in matters that demand CP. Setting such a collaboration of this modality may be either an immediate or long-term strategy to improve the schools (Condy, 1998).

Generally, placing CP in such a collaborative school leadership structure makes the community feel more valued and therefore become motivated and committed to implementing their pledges (Howard-Grabman and Snetro, 2003), aimed to support managing the schools. However, research actors should be willing to collaborate as Sack (1999) emphasises that school leaders must be morally, technically and politically capable of carrying out plans to motivate CP in education leadership and school improvement.

The organisation chart should incorporate a realistic community voice, initiatives, and practices as organisational norms to explicitly share the roles (Parry *et al.*, 2014) and experiences of school improvement, which the school governance structure should explicitly reveal (Giddens, 1984). In a well-structured school organisation chart, Howard-Grabman (2007:xi) suggests placing the community in the '*community action cycle*' (CAC) (see figure 2.4) as an approach to empower and ensure realistic CP.

**Figure 3.2 Community action cycle (CAC) for mobilising their participation in managing public secondary schools**



This structure has to function alongside providing adequate education, reminders, and sensitisation while assuring the community’s openness and transparency. LGAs and school leaders must equip the community with specific knowledge and skills related to participatory school leadership practices to realise successful CP. However, for this to work equally for both sides, all parties must receive training (Kydd *et al.*, 2008). However, such training enables them to work collaboratively (Pandey *et al.*, 2009) as one team and find common ground for cooperation inside and outside the schools (Howard-Grabman, 2007), therefore making them all accountable to the final output and outcomes.

Uemura (1999:13) in line with Shaeffer (1994), summarises that such new knowledge and skills through CAC make schools and the community: (i) “understand the rationale for greater participation of its potential advantages, constraints and risks; (ii) gain more school leadership skills (abilities to encourage participatory decision-making and define commitments of each

partner) with both schools and the community; to plan, organise, conduct, and report on meetings; (iii) gain skills of developing trust with parents, NGOs, and the entire community, to communicate, collaborate, and build a consensus with them; and (v) the ability to mobilise resources from the various interest groups and power centres in the community”.

### **3.6.5 Openness and transparency to build trust**

***Ensuring transparency to build trust:*** The role of SGBs and heads of schools rests on ensuring they provide a trust-building strategy that involves communities, enabling scrutiny of direction and practice (Watts, 2012). They must offer guidance and support to the participating communities to guarantee their maximum engagement in managing academics, financial matters, students, and teachers’ needs. Substantially, “through providing feedback on time at a consistent schedule encourage community trust to school leaders and LGAs, and it generates better results from an enhanced collective responsibility and accountability” (Ranson, 2011:401). These qualities secure schools' authority and trust where empowered communities should participate as corporate organisations toward improving school performance and standards.

However, in most cases, grassroots complaints are against those in power that are not open and transparent to them in development matters related to funds and others. Lack of openness has been a demoralising factor to the community (Bryk and Schneider, 2002). In turn, trust is a fundamentally important component of active organisations that motivates everyone to participate once it is at a high degree (Kutsyuruba, Walker and Noonan, 2011). Where school leaders and LGAs build trust, good relationships, and interactions in the community, local people actively participate in decision-making and take collective action to solve problems and improve school development projects, reflecting national and micro-policy guidance (Flintham, 2008). Nonetheless, trusting each other enables responsible members to cope with possible complexities

(Tschannen-Moran, 2004), stress changes, and demands, and it adds participating members' commitment (Duignan, 2006).

***Communication – information sharing:*** Local communities must be informed about issues demanding their commitment (Duignan, 2006) and understanding how school governance functions (Engestrom, 1999). Notably, such communication develops their awareness of opportunities and “constraints affecting their time and interest” (Callahan and Yang, 2005:4). However, citing lack of expertise as a barrier to active CP should not be maintained; governing bodies and administrators may “proactively respond to some participation barriers by providing more participation opportunities and support” (Yang and Callahan, 2007:260). Similarly, the vital role of schools is in building “strong and active communities in which value people and backgrounds” (Ranson *et al.*, 2005b:308) and reinforcing them in community-focused schools (Circular 34/2003) (Wales Assembly Government, 2003:3).

### **3.6.6 Contextual overview of the United Republic of Tanzania**

This section provides a socio-political, economic, and historical contextual overview of Tanzania and its relevance for the research alongside positioning the Tanzanian context in the international policies and initiatives in CP. A comparative consideration of ‘parent choice’ and CP concludes this section.

#### **3.6.6.1 Socio-political and historical contextual overview**

Tanzania is a developing country located in East Africa, with an estimated population of not less than 56 million people and a total area of 945,203km<sup>2</sup>. Other east African states (Uganda, Kenya, Burundi, and Rwanda) border Tanzania. On her western side are Zambia and the Democratic Republic of Congo (DRC), and on the southern side: Mozambique, and Malawi, while the Indian

Ocean covers the eastern side border (see the summary of more country details in Appendix Two). The country is a commonwealth country, after being under German colonial rule from 1890-1919 and British colonial control from 1920-1963. In 1920, Tanganyika was given UN Trusteeship under Britain's supervision alongside Zanzibar despite this island being under the Oman Arab sultanate dominion (Greco, 2016). Notably, the post-Second World War political development rested on the British government's decision to allow Africans in their localities to participate in their development process. Under this development, Britain was called upon to develop the socio-political life of Tanganyika to prepare it for self-governance and grant independence to the territory.

As the UN advised local African people to participate in building their socio-political development in the 1950s, they formed the Tanganyika African National Union (TANU). Two Africans were nominated to the legislative council under British rule. Under the late Julius K Nyerere leadership, TANU used a teamwork strategy to unite and influence Africans to struggle for their independence and achieve the country's national sovereignty. Nyerere became the first African Prime Minister in 1960 and the first president after gaining independence on 9 December 1961.

During the early German colonial era in Tanganyika and Sultanate rule in Zanzibar, most local people in Tanganyika and Zanzibar sensitised themselves in building up unity that aimed to help each other in case of any social problems between their households. CP in their localities was not a consent-based approach but a forced approach to implementing colonial orders, emphasising using prisoners alongside those who failed to pay tax to the colonial government in building roads, health centres, middle schools, and vocational colleges. On the contrary, local communities organised themselves in their ward localities during the British colonial rule (Kulaba, 1982). Their local leaders sensitised community members with minimal support funds from the government in

developing roads, schools, and water supply services. However, due to poverty, most of the local development projects were not as successful as people were also busy working for the interests of the colonial masters (Kamugisha, 2017). During colonial times, only children of chiefs and religious leaders were given access to school, while other children remained illiterate in each ward locality. Colonial governments fully funded the schools in return for those chiefs ensuring the maximum supply of cheap African labour in the colonial plantations and factories.

The United Republic of Tanzania emanated from the union in 1964 between Tanganyika (mainland that got independence in 1961) and Zanzibar (the island that gained independence in 1963) based on their similar historical characteristics and cultures. African inhabitants of Zanzibar were believed to be the result of the slave trade, who migrated from Tanganyika between 1840 and 1963. Nyerere and Abeid Karume (the President of Zanzibar) encouraged the union between Tanganyika and Zanzibar in 1964, with Nyerere becoming the first President of Tanzania and Karume the Vice President. In 1977 they joined two political parties – TANU (from Tanganyika) and the Afro-Shirazi Party (ASP) (from Zanzibar) – and formed Chama Cha Mapinduzi (CCM) party. The government declared a single-political party nation led by CCM (Nyerere, 1978).

The country has a president-elect who serves as the head of state and government for five-year terms; general elections take place every five years for a presidential post and parliament members. The country has followed the multiparty system since 1991, though CCM has mainly dominated because the opposition parties are not strong enough to compete with it. The country has three branches of government, namely Executive, Legislature and Judiciary. The current president of Tanzania is Dr John Pombe Magufuli from CCM until 2025 for the next general election.

After independence in 1961, alongside the Union of Tanganyika and Zanzibar in 1964, the government under Nyerere campaigned for ideological, political, and administrative changes to rejuvenate unity among Africans since the country was under what Locatelli and Nugent (2009:252) call an “unstable socio-political environment”. In this context, three-quarters of the population lived in poverty without education, health services, water, and electricity. Throughout the colonial era, the colonial government provided minority societies with education and essential social services. Researchers (Gibbons, 2017; Greco, 2016; Ngowi, 2009) identify families of chiefs/kings and the few who got white supervisory posts. Ideological change became necessary to eliminate the colonial mindset and destroy capitalism (Greco, 2016). To ensure equality and equity to Tanzanians, the government took responsibility for providing essential social services (water, electricity, education, healthcare, and employment opportunities) to its people and reduced poverty. Although this seemed a good idea, soon after independence (1961-1985), the country’s overwhelmingly donor-dependent economy challenged the government to afford to provide its citizens with everything. The first president of Tanzania launched ideological change through the Arusha Declaration in 1967 that emphasised adopting a **socialist** political domain.

Although power was still centralised, the government declared the engagement of local CP in their development process. Henceforth, announcing a collaboration with the people, it serves to work together in a spirit of teamwork and share the outcome of their work equally across all local communities in Tanzania (Njunwa, 2005) while reflecting what Nyerere said:

“As no one can bring development to the people or herd them like animals into new ventures of interest, they should participate in such activities, which affect their well-being, and that is development” (Nyerere, 1967:337).



The assertion above reveals that socialism ideology stands for the fact that although people in local communities are heterogeneous in their perspectives, they must join the government effort in building the nation with a development focus, the national language of Kiswahili, and English as a second official language. This stance informs the essence of Tanzania's political changes replacing the multiparty system inherited independence with a single political party system to govern the newly independent country. Nonetheless, Nyerere (1978) gives explicit reasons for the introduction of the single-party system:

1. It promotes unity amongst the people under the influence of socialist ideology that insists on the grassroots communities, and LGAs must work together to build a sustainable development of local communities. This promotion sits as an impetus for the successful, active participation of local people who had common interests in creating their villages. The majority of local people volunteered to provide their support in managing the construction and development of school projects (Njunwa, 2007), including dispensaries, schools, and water wells for their use (Njunwa, 2005). These projects marked the successful implementation of ujamaa politics that insisted on forming ujamaa villages in a framework of nucleated settlements that later developed into towns. However, the expression 'ujamaa village' refers to the dwellings where people would live and work together for the good of all. They applied this effort to virtually every newly-formed village and town (Kamugisha, 2017), regardless of its characteristics.

This movement, therefore, succeeded to establish eight thousand and forty-four (8,044) ujamaa villages that accommodated the increasing population from 14,874,500 in 1979 to 15,365,800 in the early 1980s, representing 97% of the rural people out of the estimated total population of Tanzania (Kulaba, 1982; Moore, 1979). Alongside the Villagisation programme, the same shared effort between the participating local communities and their local

authorities established primary schools in each village/ward locality to implement the Arusha Declaration of 1967. Under the introduced Education for Self-Reliance (ESR) policy, this declaration prioritised education as the primary tool of liberating people from illiteracy, diseases, and poverty. This policy was considered a way of “transforming rural society and agriculture, from which it was acknowledged the vast majority of the population would derive their livelihood” (World Bank, 2010:2-3). However, it played a vital role in transforming Tanzania into an African socialist society.

2. It instils a patriotic mind to the people who belong to the same political party, emphasising a team-working spirit. Greco (2016) terms this endeavour as ujamaa politics to promote active local CP alongside government support and guidance. This setting marks a successful CP in managing the construction and development of primary since 1967 and secondary schools from the 1980s to build equitable development of all people rather than diversified politics.

Such a collaborated effort from government and local communities was considered successful when the literacy level across the nation increased from 11% in 1961 to 46.3% in 1981, as many local household families succeeded in sending their children to such primary schools (Anyimadu, 2016) as UPE output (Kamugisha, 2017). As the number of pupils who pass PSLEs each year increases faster than the capacity of the available public secondary schools and the very few seminary schools to absorb them all (Njunwa, 2007), it has been a tremendous national challenge since the 1980s. This viewpoint concurs with Yahl (2015) in line with Wedgwood (2007) and Ishumi (1994), who make the evidence explicit that all ordinary level secondary schools between 1980 and 1990 experienced overcrowded classrooms as *classroom ratio 1:170 instead of 1:45 standard, teacher ratio 1:340 instead of 1:45, and book ratio 1:340 instead of 1:3* (URT, 2000). This circumstance drew government attention as, alongside its efforts, it sensitised collaboration

with local communities and their LGAs. Their goal was to build more secondary school classrooms and new schools to expand access for pupils who pass the PSLE to reach secondary education. Nonetheless, the government concedes that this does not mean dodging/escaping its responsibilities of serving its citizens. As the government alone cannot manage everything, CP is a vibrant resource in expanding secondary education (URT, 1995).

Since the early 1980s, teamwork that engages local communities, the government, and international development partners (IDPs) was inevitable in executing this role. The choice rests on Tanzania experiencing political and economic shocks (oil crisis, low coffee prices, drought, and war between Tanzania and Uganda). Ngowi (2009) describes it as deterring the country's economy and deficient economic policy, which relies on inconsistent external support from the USSR's socialist ideology. The fall of the Eastern world socialism/communism block where Tanzania's political economy rested since 1961 worsened the situation alongside a tense relationship between Tanzania, the World Bank, and the IMF based on differing ideological perspectives root causes of economic crisis and how to handle it. This setting affected all development sectors in Tanzania.

For the education sector, this circumstance saw massive retention in resources, whereby the World Bank (2010) described it as leading to a reversal of the progress made toward UPE and the capacity of secondary schools to enrol primary school pupils who pass PSLEs. Responsibly, Tanzania introduced a structural adjustment programme (SAP). In contrast, in this sector, the government allowed and sensitised local communities, individuals, NGOs, and religious bodies to share each one's limited resources in building more classrooms and schools (Chedié, 2000). During the wind of change across the globe, the reform epochs under the umbrella of the SAP since the mid-1980s

to date marked significant political decisions that reduced socialism and embraced explicit capitalist-oriented politics (Ngowi, 2009:265) that predominantly:

- “Replaced the initial USSR (Eastern world) supporting a mono-party political system by embracing the Western world-supported multiparty-political system in Tanzania since 1992. They adopted the Western political system that underpins pure democracy, which fortifies decentralised decision-making power by devolution (D by D) that receives local cross-party political buy-in (Massoi and Norman, 2009). This setting offered communities and the private sector common interests and freedom to share and practice their thoughts, challenges, and initiatives to establish and develop WBSSs. However, under the government guidance based on cost-sharing emphasis, since the early 1990s, communities in collaboration with their LGAs had high self-drive and willingness (Kambuga, 2013), and freedom of choice to participate”.

Despite the opposition political parties (CHADEMA, ACT, and NCCR – MAGEUZI) debating that the government remains responsible for covering all the costs of public schools’ development projects, others dispute this opposition stance. Most education researchers sensitise engaging community initiatives, constructive ideas, and priorities in people’s development projects (Anyimadu, 2016) as it builds a sense of their ownership of their development.

- Between 1985 and 1990, the community collaborated with their LGAs, built five public (free schools) and three private schools by a few organised parents under the ruling CCM political party countrywide. Although this action seems very unlikely to meet the demand, it inspired many others who did likewise in their localities as a learning example. Gibbons (2017) in line with Sifuna (2007), established that communities in various areas participated in

building public secondary schools in their local divisions as per the 1995 Education Policy guidance and government sensitisation in post-1990s epochs to date.

Proudly, the government met the goal of the WC-EFA issued in Thailand in 2000 as 1990s' communities celebrated building more than 2,500 schools by 2015 (Anyimadu, 2016). This success happened under the successful primary and secondary development programmes (PEDP 2002-2009 and SEDP 2004-2009).

### **3.6.6.2 Socio-economic contextual overview**

- ***Socially***

Tanzania is one of the most ethnically diverse countries in Africa. It has an estimated 55.7 million people that comprise 130 ethnic, linguistic (languages), and religious groups with different cultural and historical backgrounds within its territory (UN-ESA, 2018; Faura, 2016). Notwithstanding the presence of several tribes with diverse perspectives, people are mixed, live together in peace with high tranquillity and promote what Minde (2014) describes as peaceful and cooperative neighbourhoods as one society organised by their local authorities in various localities. Of interest, the national language, **Kiswahili**, as a universal medium of communication, unites local communities, builds common interests, and participates in social activities, including building and managing the schools in each locality across the country (Faura, 2016).

However, most local societies in Tanzania live a peaceful, social life nurtured by traditional one-to-one household cooperation and a well-being concern for each other in Ujamaa villages. Some developed into today's towns, urban areas, and most remaining villages. Importantly, peace and socio-political stability have made Tanzania commonly known as *a land of peace* with a traditional social unity with a team working in public development projects for their own generation's

benefits. For instance, the Global Peace Index (GPI) reveals that Tanzania remains East Africa's first most peaceful and calm nation, 12th in Africa, and gained three positions from 54th in 2017 to 51st in 2019 (IEP, 2019). This circumstance informs a definite implication of the socialist (ujamaa) and self-reliance (Kujitegemea) policy. Such policies inculcated a sense of community collaboration with their local authorities and built a teamwork spirit that was traditionally/locally branded as '*Harambee*' in East Africa. In a sensitised Harambee, they did that by digging water supply channels, clearing open spaces, parks areas, building dispensaries, public schools, etc. (Otiso, 2013).

- ***Economically***

Tanzania is a Sub-Saharan African country with a slowly growing economy whose GDP growth was 3.3% in the 1980s, 6.4% per year by 2016 and currently estimated at 7.1% by 2019 (Smith Jr., 2019; IMF report, 2018; Baten, 2016). Despite Tanzania remaining overwhelmingly donor-dependent as it had continued working in collaboration with IMF, the World Bank and IDPs since 1986 when she adopted an economic recovery programme in policy formulation and implementation, it holds the second-largest economy in East Africa and the 12th in Africa (Smith Jr, 2019). This setting seemed better than the previous 20 years, although it is still not enough to improve the average Tanzanian life (Baten, 2016). The government collaborated with the well-sensitised community in each ward locality, and the development partners made some progress toward reducing extreme hunger and malnutrition, for instance, UNDP (2019) cites the Global Hunger Index (GHI) score of 42 in 2000 to 29.5 out of 119 qualifying countries in 2018.

Although GDP per capita grows in line with poverty reduction efforts, as the UN's Human Development Index (UHDI) uncovers Tanzania's basic needs, poverty declined from 28.2% in 2017 to 14.3% in 2006 (IMF report, 2018), the majority live in poverty. Alongside the completed

range of sectoral reforms since 1986, a primarily free-market economy attracted suitable foreign direct investments (FDIs) (Muganda, 2004). Research findings (Smith Jr, 2019) divulge that government implementation of the subsequent Tanzania development vision 2025 through the NSGPR focused on sustainable, inclusive education. This setting sensitises a tested and robust sense of local people's ownership of economic reforms (URT, 2018) and teamwork spirit in building up micro-economic stability (Faura, 2016). This role corresponds with what Muganda (2004:4) calls "a consultative and participatory approach". This approach made each community member feel responsible and patriotic to willingly share their resources alongside government inputs in public development projects (Laher *et al.*, 2015). They did this role on top of household economic endeavours vital in improving their well-being in their localities (Smith Jr, 2019).

Tanzania's economy is mainly dependent on agriculture which grows increasingly, contributing more than 24.5% in 2013, 32.4% in 2016, to 42.7% in 2019 to the total GDP, while most industries are agricultural processing industries, contributing 28.6%. The economy includes services (telecommunication, banking, energy, tourism, mining), giving 47.6% to the total GDP (Smith Jr, 2019; URT, 2018). Agriculture employs 76-80% of Tanzania's population, which their livelihood relies on (Faura, 2016; World Bank, 2015). Although the community seems vulnerable to climate change (drought, floods, temperature, or weather shocks) as they predominantly depend on rain-fed agriculture, they subsist thanks to small-scale farming. Research findings (Smith Jr, 2019; Baten, 2016) state that agriculture provides 85% of Tanzania's exports, primarily: tobacco, fish products, coffee, cashew nuts, cotton, cloves, tea, alongside agricultural processing industries (sugar, beer, cigarettes, sisal-twine, cooing oil) to its export partners – mainly Switzerland, India, South Africa, UK, China, Kenya, DR-Congo, Belgium, and Japan (URT, 2018).

**Education sector:** After Tanzania's independence, the government ratified a priority budget in education as a powerful tool for liberating 95% of Tanzania's colonial marginalised population from illiteracy, diseases, and poverty. Notwithstanding the government-nationalised colonial schools, colleges, and centralised economic infrastructures, production and price controls, the country's economy deteriorated in terms of low 0.5–2.1% GDP growth per capita income within 20 years since 1961 (Maliyamkono and Bagachwa, 1990). Nevertheless, the country had a weak education budget, and the economic crisis worsened the situation for the government solely to meet the education sector demands.

The economic recovery through the SAP since 1986 under the newly adopted western industrial guidance has World Bank and IMF financial support and high FDI in Tanzania, enabling the government to increase the education sector budget. However, it was still not enough (UNICEF, 2018; Khalfan, 2010). Despite education remains a strategic sector needing high government expenditures, Tanzania's financial yearly budgets still failed to meet the 'most substantial' education sector demands (UNICEF, 2018). Nevertheless, increased enrolment due to the implementation of free education policy places further strain on already stretched resources. Table 1 below shows the public education budget sector that gives an example of its shortfalls to meet the need.



**Table 3.1 Tanzania's education sector budget allocation, FY 2002/03 - 2013/14**

Year	Total Govt Budget (Mil TZS)	Education Sector Budget (in Mil TZS)	Education Sector as % of Total Budget	Education Sector as % of GDP	The deficit as per the GPE set min 20 - 22% Target
2002/03	2106291	396780	18.8	3.8	1.2
2003/04	2607205	487729	18.7	4.0	1.4
2004/05	3347538	504745	15.1	3.6	4.9
2005/06	4176050	669537	16.0	4.2	4.0
2006/07	4850588	958819	19.8	5.3	0.2
2007/08	6066800	100188	18.1	5.3	1.9
2008/09	7216130	1430372	19.8	5.8	0.2
2009/10	9513685	1743900	18.3	6.2	1.7
2010/11	11609557	2045400	16.9	6.3	2.4
2011/12	13525895	2283000	17.6	5.8	3.1
2012/13	15119644	2890149	19.1	6.5	0.9
2013/14	18248983	3171631	17.4	6.2	2.6

**Source:** URT (2014:78), FY – fiscal year, GPET – Global Partnership for Education Target

Data in table 3.1 reveal that the public education sector national budget allocation has never been consistent. Despite the government effort of increasing it whenever the capacity allows, there is a gap of unmet required Global Partnership for Education Target (GPET) of a minimum of 20-22% from the total national budget.

Likewise, although the government claims to have been improving its yearly budget in the education sector, overall, the national education sector budget continues experiencing a declining share in the state budget from 20% as per GPET to 15% between fiscal year (FY) 2014/2015 and 2017/2018 (Smith Jr, 2019; UNICEF, 2018). Besides, as the education development budget in total remains small, the share of education recurrent budget spending has declined from 84% to 76% between FY 2015/2016 and 2017/2018. However, the allocated 4.71 trillion TZS (3.9% of GDP) in the public education sector in FY 2017/2018 marks a decline of 63.99 billion TZS (UNICEF, 2018:1), equivalent to a deficit of 1.3% of GPET compared to FY 2016/2017.

As per the data in table 3.1, this implies that Tanzania's education sector has never received the total budget it requires since independence to date (Uwezo, 2017). This scenario informs the essence of the quality of education concerns in Tanzania. UNICEF (2018:6) makes it explicit that "...it remains lower than in its peer countries" as most WBSS experience resources constraints likely to decrease the average level of teaching-learning quality". According to Global Education Service Delivery Indicators, only 21% of public schools in Tanzania have half of the required resources, including competent science teachers in Tanzania to teach mathematics, physics, chemistry, ICT, and biology subjects. Only 69% of students scoring well below the pass mark, compared to 39% in Uganda and 34% in Kenya (UNICEF, 2018).

Nonetheless, Tanzania's education and training policy (ETP) emphasised cost-sharing between the government and the local volunteering communities. Thereby, the government sensitised the CP approach. Communities shared costs invested in building WBSS in their localities. They have been a vibrant resource that fills the minimal government budget gap in the education sector as sectoral demands across the country are higher than the government capacity to manage all on time alone.

Therefore, the approach of CP has contributed to improving the profile of secondary schools in Tanzania. Khalfan (2010) in line with Matekere (2003), shows that the number of public WBSS (community) increased from five in 1985/86 to 44 in 1994/95, leading to an average of nine public WBSS established in each year between 1985 and 1995 in Tanzania. Nonetheless, increased international advocacy and emphasis on this approach mirrored past success. Thereby, it encouraged increased participation of the well-sensitised local communities who in very few years built many schools to achieve the international policy goal of EFA (Bray, 2003; UNESCO, 1994; WC-EFA, 1990) in most developing counties.

Although it was never easy to harmonise diversity perspectives amongst community members, adequate sensitisation (Khalfan, 2010) between 1995 and 2002 affected local community initiatives, their participation managed to establish and develop around 500 new schools. They increased their team-working spirit that between 2002 and 2015, managed to establish 3,551 schools with the influence of PDEP (2002-2009) and SEDP (2004-2009, and the second phase from 2010-2017 (URT, 2017). Table 2 below summarises some public WBSS (community) linked to other schools between 2002 and 2015.

**Table 3.2. Profile of secondary schools in Tanzania between 1995–2015**

Year (Range)	Profile of Secondary schools		
	Government Secondary Schools	Public ward-based (Community-built) schools	Non-Government Schools
1995 - 2002	99	500	412
2003	99	613	417
2004	99	801	449
2005	99	1,202	543
2006	99	1,690	599
2007	99	2,806	679
2008	99	3,039	759
2009	99	3,283	819
2010	99	3,397	869
2011	99	3,425	942
2012	99	3,488	1020
2013	99	3,500	1,048
2014	99	3,532	1,049
2015	99	3,551	1,052

Source: URT (2016:46)

Data in table 3.2 show that local communities' active participation in establishing public WBSS increased the number of schools rapidly. Nevertheless, since quality concern has been a critical question (Mosha, 2006), the approach should ensure the schools achieve a high academic performance level under the given state standards of excellent performance.

This setting, therefore, concurs with the work of Faura (2016), who establishes that Tanzania's government choice of this approach is vital for anyone who needs to achieve sustainable development. Nevertheless, it does not mean the government tries to dodge or escape from prioritising its budget in managing this sector since the collaboration rests mainly on building a local community sense of ownership and responsibility for sustainable school development (Yahl, 2015). The majority live in a united, cooperative, and friendly household-to-household tradition regardless of individuals' tribal heterogeneity, assisting teachers in monitoring students' discipline.

### **3.6.6.3 Morogoro region profile**

Morogoro is one of 31 administrative regions in Tanzania, with a population of 2,218,492 people as per the 2012 National Census (URT, 2013) and eight administrative districts (Morogoro Municipal, Kilosa, Morogoro Rural, Gairo, Ulanga, Mvomero, Kilombero and Malinyi). Each administrative area has at least 25 ward localities in which this research, through random sampling, covered a case study of 12 ward localities across the districts in all the Morogoro regions. The income and livelihood of 80% of the total population depend on subsistence and commercial farming alongside agricultural processing industrial activities and few small-scale enterprises, including mining activities and animal husbandry (Nord *et al.*, 2009).

Morogoro is one of the LGAs responsible for providing primary and secondary school education in its areas of jurisdiction. The region administers 226 WBSS alongside primary schools across all its districts (URT, 2016) through its Department of Education, headed by its REO and DSEOs. This study selected a case study of the 12 WBSS (community) across eight districts of the Morogoro region in Tanzania, covering the state of CP, CP-ways, their perspectives, and

motivation strategies to enhance CP. Morogoro region has a significant number of schools that are not functioning well as expected. Thus, the researcher was confident that this region could exhaustively answer this project's research questions. For instance, the following typical case studied unveils this fact:

**NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**

**CSEE 2015 EXAMINATION RESULTS**

**S2475 MALINYI SECONDARY SCHOOL**

**DIV-I = 0; DIV-II = 0; DIV-III = 1; DIV-IV = 13; DIV-0 = 42**

Source: URT (2015)

This result implies that, in the 2015/2016 national Certificate of Secondary Education Examinations (CSEE) results, the region had Malinyi WBSS, which was the last most impoverished performing school countrywide. Almost 42 out of 56 students got zero marks, and 13 students were at the very margin of getting zero. Yet, they have nowhere to be absorbed in any career.

#### **3.6.6.4 An overview of the education and training policy context of Tanzania**

- ***Introduction***

Education sits as a cornerstone for one's full potential necessary for development in any society. However, the provision of education needs an organised structure and levels that constitute a whole system (Yahl, 2015) that has institutions, programmes, and resources – predominantly human, financial, and time – to achieve the set goals and objectives. Policy planners harmonised what constitutes education settings in one document as comprehensive statements. It guides and leads the provision and conduct of formal, non-formal, or informal education and training systems (see appendices for details of the objectives of education, Education Acts, and Tanzania's geographical

map). This section briefly describes some potential matters of Tanzania's policy context related to the focus of this study.

- ***The education policy and training context of Tanzania***

Education is vital for liberation from poverty to achieving rapid and shared socio-economic growth and investment from an individual to a national level. It improves educated people's lives. As in other developing countries, Tanzania's education policy includes traditional education – predominantly IKS – to children/pupils from household parental teachings and the community where the children/pupils live. The introduction of IKS informs the essence of the education policy, including some cultural knowledge and skills lessons, including traditional norms, values, beliefs, and innovative household-related subjects through guest speakers' sessions in the classroom curriculum. Fitriah *et al.* (2013) in line with Epstein (1995), support this; the community sits as a learning resource for the schools, and there is no way local communities and schools can be separated as communities share school facilities. This policy emphasises building an “active school caring community” (Epstein, 1995:704), whereas this inquiry aimed to explore CP and strategies to improve this approach in managing the schools for the student's success.

Nonetheless, Tanzania's ETP makes explicit that the national education system's historical background would not have existed without considering colonial and post-independence epochs based on colonial Germanic and British education systems. This Western schooling began earlier, in 1868, by missionaries who overshadowed informal tribal teachings existing in each of the 130 tribes in the country. As there was no formal schooling before the evangelists, tribal education rested on teaching youngsters the rituals of becoming adults and proper manners through storytelling, dance, and experiential learning activities that passed down through generations (Mushi, 2009). This type of traditional schooling system was ignored and excluded in the Western

missionary, German, and British colonial education policies; it has a high value in Tanzania's post-independence education and training system. The plan emphasises principles of good citizenship, the perpetuation of customs, traditions, norms, and local IKS.

**Colonial epoch (1890-1961):** In Tanzania, until the end of 1900, despite there being 600 Evangelical Christian mission schools with 50,000 pupils countrywide, initially, the German government had no plans to establish an education system in her East African colonies. Nevertheless, the need for a well-skilled and knowledgeable middle-working-class arose as the Germans developed temporal education policy guidance. Under this guidance, by the end of 1914, the Germans had established 1,000 schools comprising 60 three-year village primary schools with 150,000 pupils, nine two-year middle schools, and one high college school in the Tanga region. The Germans established these schools to train junior and local civil servants – mainly clerical, industrial technicians, and supervisors – to run their administrative teams and teachers for up to 500 pupils.

However, the Germans' education guidance statement stipulated the purpose of the schools to enable the natives to be used in the local government and to cultivate knowledge and skills of German customs and patriotism. The Germans offered mainly a rudimentary schooling system in Tanzania and across East Africa, notwithstanding the schools stopping serving children properly by the end of 1914 at the onset of the First World War. By the end of 1919, the British-defeated Germans lost colonies. The League of Nations made Tanzania a trusted territory under British colonial rule.

Similarly, both colonial governments restricted education provision to very few individuals, mainly those earmarked to serve colonial interests (URT, 1995). Nevertheless, the British colonial

government came up with their views of an education policy that aimed to prepare Tanganyika for its independence under the League of Nations' guidance. In contrast, under the Germans' direct rule, the education policy focused on those appointed by themselves and the local leaders, commonly known as Akida and Jumbe, and the British-preferred indirect rule system through divide and rule policy restricted provision of education. Anyimadu (2016) argues that besides the inherited primary schools left by the Germans, the British middle school, technical, and administrative college that opened in 1924 in Tabora marked the immediate education policy implementation. However, this policy of educating only sons of chiefs faced challenges from the Anglican missionaries because the church aimed to create a human population of educated and God-fearing African Christians that could be useful to the government. The Anglican missionaries played a vital role in opening up schools across Tanganyika alongside the University Mission of Central Africa (UMCA) to educate all the locals regardless of their status.

***Education management in colonial epoch:*** Since education seemed vital for legitimising the German and British colonial regimes as a productive impetus for achieving their perceived needs, the 1914 German Education Policy Act had similar guidance to the 1927 British Education Ordinance Act. It stipulates that decision-making on education provision through a streamlined curriculum rests on the state education department's hand alongside its local regional and district administrative units. LGAs often work as per the trickled-down orders, guidance and limitations. However, most native populations had minimal access based on racial discrimination to education and had no voice. The classroom curriculum was not made for their bright future but served colonial interests and needs (Mushi, 2009).

**Post-independence epoch (1961–to date):** After independence, the Education Act of 1962 annulled and replaced the 1927 colonial education ordinance described in the 1995 ETP (URT,



1995:i). The new Act abolished racial discrimination and emphasised uniformity and equality in people's access to education, and worked alongside several other enacted laws: Act of 1969, No.21 and 23 of 1973, No.12 and No.13 of 1975 and No.25 of 1978. Despite Tanzania not having a comprehensive ETP document from 1961 until 1995, the Acts together regulated the provision of education and legalised programmes and practices taken to implement them based on and guided by short- and long-term development plans. Significantly, they all streamlined the *general aims and objectives of education and training, underpinning education philosophy*, structure as detailed in the preceding section, *access and equity*, curriculum, examinations, leadership, *management and administrations*, and *financing education and training* to meet national development needs (Mosha, 2006).

Nevertheless, the appointed Presidential Commission on Education (PCE) reviewed the existing education system that recommended expanding secondary education to enrol all pupils from the universal primary school under the 1974 UPE programme. New curriculum packages were also introduced for primary, secondary, and teacher education levels, with the establishment of the Faculty of Education at the University of Education, Sokoine University of Agriculture (SUA), Muhimbili University College of Health Sciences (MUCHS), and the Open University of Tanzania (OUT). At this point, in the mid-1980s, the government began a collaboration with local communities and private organisations under the described education acts in improving and expanding education delivery in Tanzania.

In 1990, the National Task Force on Education (NTFE) further reviewed the existing schooling system to develop a suitable competent-based schooling system for the 21st century. The NTFE assessed critical problems inherent in the education sector, proposed an appropriate system and an implementation strategy alongside the 1995 Tanzania ETP document developed by Tanzania's

government. Policy planners, developers, and practitioners worked in hand with NTFE (URT, 1995) and updated it further in 2014. This macro-policy setting is aimed at ensuring a complete alleviation of poverty, ignorance, and diseases to achieve economic recovery and development in Tanzania. However, for good quality education, the policy's TETP foreword insisted education policy planners, researchers and practitioners must be active on two fronts: on the *quantitative level*, to ensure access to education and equity in the distribution and allocation of resources to various segments of the society, and on the *qualitative level*, to ensure that the country produces the skills needed for rapid social and economic development. The ETP document, therefore, guides, synchronises, and harmonises all structures, plans, and practices; to ensure access, equity, and quality at all levels; proper and efficient mechanisms for management and financing of education and training.

**General aims and objectives of ETP:** The ETP has many goals and objectives (URT, 2014:19-20; URT 1995:1); however, amongst them, the policy intends to: *first*, guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources, and effective utilisation of those resources in bringing about individual and national development. *Second*, develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights, and readiness to work hard for personal self-advancement and national empowerment. The ETP document unveils *explicit, specific aims and objectives* at each schooling level as per the described structure, as:

- ***Pre-primary education:*** to mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour as it prepares the child for primary education.

- ***Primary education:*** to enable every child to acquire necessary learning tools of literacy, communication, numeracy, and problem-solving skills and have quality education for survival.

This level aims to provide children with the foundations of self-initiative, self-advancement, self-confidence and prepare him/her for the second level of schooling (either secondary, vocational, technical, or continuing education) to enter the world of work.

- ***Secondary education:*** to promote the development of competency in linguistic ability and effective use of communication skills in English; to consolidate and broaden the scope of baseline ideas, knowledge, skills, and principles acquired at the primary level. This level intends to inculcate a sense of student ability for building up self-confidence and self-advancement in new frontiers of science and technology, academic and technical knowledge and skills. It prepares them for tertiary and higher education, vocational, technical, and professional training and entering the world of work.
- ***Tertiary and higher education and training:*** aimed to prepare middle-level (certificates or Diplomas) and high-level (degrees) professionals of a potential human resource for service in different sectors of the economy. This objective goes alongside the need to provide opportunities for high intellectual, scientific, and technological excellence and prepare them to join the world of work.
- ***Teacher education and training:*** This level is aimed to impart to teacher trainees, teachers, and tutors knowledge and mastery of selected subjects and related technologies. The policy aimed to acquaint trainees with the school curriculum, education, psychology, guidance,

and counselling principles. Also, principles and skills of pedagogy, techniques of research, assessment, and evaluation in education.

- ***Vocational and technical education and training:*** This is aimed explicitly to provide youth and adult professional knowledge, skills, and creativity in entrepreneurship, business management, industrial technicians, and service offers. This objective aimed to offer a competency-based human resource for improved performance in industries and service sectors.

**The underpinning philosophy of ETP of Tanzania:** On top of the new education policy measures since independence, the government introduced the national philosophy of ESR in 1967 to guide the planning and practice of education that, without doubt, could bring significant changes in achieving the goals and objectives of education. The ESR was a direct sequel to the Arusha Declaration of 1967 that insisted on the need for school curriculum reform to integrate theory with practical life skills. Kamugisha (2017) clarifies that the philosophy of ESR links education plans and practices with the world of work and national socio-economic development.

Nevertheless, the government legalised education actions to implement the Arusha Declaration and ESR as several steps and laws enacted as each movement had a code put in place. For instance, the Education Act of 1969 stipulated the nationalisation of colonial-owned schools, education centres, and colleges. Notably, the school curriculum has had classroom theories (subjects) linked with practical experiments and activities, and the school or college micro-subjects-related self-reliance practical projects that in the Swahili language are known as '*Elimu ya Kujitegemea (EK)*' projects (Njunwa, 2007). The EK projects as entrepreneurship training include fishponds, banana farms, rice or maize farms, fruits-mix farms, carpentry, lumbering, and related others. The

Education Act of 1972 emphasises a decentralisation programme described in the leadership, management, and administration segment in this section. Moreover, the National Examinations Act No.21 of 1973 rests on regulating school curriculum continuous assessments, formative standard four primary schools and form two national examinations alongside well-organised summative PSLE, CSEE, and Advanced Secondary Education Examinations (ACSEE).

The UPE Act of 1974 was set and declared at the Musoma Resolution in 1974 to ensure free schooling countrywide. However, the Acts – mainly the Institute of Adult Education No.12 and the Institute of Education Act No.13 of 1975 – both sit alongside the Higher Education Act of 1999, including cap. 346 for Education Load Board Law, cap. 178 and 412 Education Fund Law for the tertiary and higher education. The government passed the Education Act No.25 of 1978 to legalise education actions or practices and changes between 1967 and 1978 following the implementation of ESR as stipulated earlier in the Arusha Declaration.

**Access and equity in education:** *Access* rests on the opportunities available to the target population to get an education. At the same time, *equity* represents fairness in distributing educational resources to various segments of society (Mushi, 2009). During the German and British rule, as described in section 2.1 above, although they denied access to most Africans to education, equality, and equity, these were not issues considered in the colonial education policy. They only gave sons of chiefs and kings access to education for colonial interests while ignoring females wholly. However, in the post-colonial epoch, the ETP priority rests on expanding the distribution of primary and secondary schooling and providing equal education access and giving more attention to the remote, marginalised (disadvantaged) societies.

Importantly, alongside guaranteeing gender sensitivity, the policy maintains providing female and male children equal access. However, the government gave girls more emphasis after colonial rule. Yahl (2015) establishes that the policy enforces fairly guaranteed access and equity to education to all. This policy setting informs the essence of UPE since 1974, and the EFA declared in the 1990s that every girl at the age of six and boy at seven years old must start primary schooling as a fundamental right. In collaboration with the local community, the government expanded primary and secondary schools countrywide to meet the policy goal. At this point, limited government resources necessitated further emphasis on government collaboration with local communities. Hence, communities participated in building the schools in each ward locality, and the government covers the buildings completion part and open the schools under the implementation of the PEDP (2002-2009) and SEDP (2004-2010).

**Leadership and administration:** The ultimate goal of Tanzania's education system, as in other commonwealth countries, rests on the provision of quality education. Nevertheless, the state achieves this goal under well-established and effective leadership and administrative machinery, and national interests.

Although immediately after Tanzania's independence, everything seemed centralised, the Education Act of 1972 legislated a decentralisation programme to empower ministries, regional administration, and LGAs to monitor the central government's implementation trickled-down decisions. The decisions were presidential decrees and education circulars to school and college levels. However, this Act seems to have had a minimal relationship with the National Educational Act No.25 of 1978. Thereby, the later Act since 1978 integrates education leadership and finance with other categories of education and training as per the policy guidance (URT, 2014; URT, 1995). The policy intends to:

- Decentralise education and training leadership. “Powers and decision-making in the management responsibilities, the government shall devolve to the lower organs that include regions, districts, local communities in the management of the schools” (URT, 2014:20; URT, 1995:25).
- Broaden the base for financing education and training through cost-sharing measures involving communities, NGOs, parents, and end-users through the inclusion of education as an investment area in the Investment Promotion Act (URT, 1995, 2014:11).

Alongside civil service reforms that marked the re-introduction of the local government system in 1996, the government reviewed the policy into D by D to ensure active LGAs and local communities’ participation in decision-making. Therefore, D-by-D was effected in the education policy and practice to strengthen the LGAs and communities to participate with the overall objective of improving education delivery (Massoi and Norman, 2009). The responsible ministries (Education and Local Government) promote sectoral education and training programmes. They created lower organisations that work hand-in-hand with the central government, such as VETA, NACTE, TCU, NBAA, and HESLB, various public education agencies coordinate, allocate resources, monitor and supervise schools, resources and utilise the existing education facilities (URT, 2014; URT, 1995). The policy stipulates:

“.....provision of primary, secondary and teacher education shall be coordinated by ministries (Ministry of Education and Vocational Training (*MoEVT*)) and Prime Minister’s Office, Regional Administration and Local Government Authorities (*PMO-RALGA*) and the local communities responsibly” (URT, 2014:65; URT, 1995: 25–26).

The assertion above informs the essence of the policy-based emphasis of connecting regions (REOs), districts (Education Officers – DEOs), and local communities in the management of

educational institutions, such as public schools in their areas of jurisdiction. The policy guides school heads to become answerable to their school boards/committees. In contrast, local communities and parents are valuable allies to the teachers. Since the success of WBBSS is as much the concern of parents and communities as the teachers (Epstein and Voorhis, 2010), the ETP stipulates that “all education and training institutions shall have school or college governing committees/boards. The governing committees/boards encompasses chairperson (appointee from the surrounding community), representatives from the parents, teachers, LGAs, pupils’ government and non-teaching staff. Altogether they are responsible for managing the school development in academic, resources, practices, progress and performance, discipline, school-finance under their jurisdiction” (URT, 1995: 28-29).

Therefore, Act No.25 of 1978 establishes power, power relation, and responsibilities so that REOs and DEOs receive the circular guidance and discuss it at the district level. Then it goes down to the ward education coordinator (WEC), communities, and school heads alongside school boards or committees, teachers, and the communities (URT, 2014).

**Financing education and training:** Before independence, the Germans and British East African colonial governments gave the economic sector (industrial raw materials production to feed industrial demands in Europe) more priority. Also, they funded the education sector the same as other social services. However, the education sector was not a high priority. Besides, the colonial governments collaborated with missionaries’ NGOs who also financed the education sector through funding its seminary schools and other social services’ Medicare at the dispensaries, roads, and water supply. After independence, Tanzania’s government committed itself to provide free education at all levels as a social service (URT, 1995: 90) that aimed for every citizen to access it directly. This decision informed the essence of the introduction of UPE in 1974 and was re-



emphasised by the WC-EFA in 1990 (Mushi, 2009). Besides, the government covered the costs of schooling all students in public tertiary education and universities.

The government financial capacity has never remained consistent as in the period between 1986 and 2015; it increasingly became apparent that the government did not have enough ability to continue solely financing free education. Kamugisha (2017) argues that the shift from the socialist economy to a free-market economy since the mid-1980s to date corresponds with what the education policy concedes as “subsequent liberalisation of the establishment and management of schools” (URT, 1995:90). The government established a cost-sharing policy through re-introduced school fees and direct costs in primary and secondary schools. It sensitised active parents’ cooperation besides voluntary contributions from the local communities’ initiatives in developing the schools. The government has done likewise in tertiary and higher education.

*Cost-sharing* has been an influential agenda in financing education and training since the mid-1980s. Notwithstanding the above measures, the education sector is still underfinanced and depends heavily on government financing and donor support. However, deterioration of the school quality and academic performance (particularly public primary and WBSS) due to resource shortage crisis signposts evidence of the declining real per capita expenditure of the national budget on education. The financial plan becomes re-directed more at cost-sharing and costs recovery measures with NGOs, private organisations, individuals, and local communities. This setting marks the essence of this thesis, calling for active CP through the recommended PTMM. Given the successful outcome of cost-sharing strategy alongside team-working spirit, the policy concedes that internal and external support continues to complement government efforts in those areas which are of critical importance to the education sector as it stipulates:

“Financing education and training shall be shared between government, communities, parents and end-users” (URT, 1995:91).

On this basis, several researchers (Kamugisha, 2017; Yahl, 2015; Seni, 2013) acknowledge that through the cost-sharing approach, local communities, NGOs, and community interest companies – participated voluntarily in building 3,551 public WBSS. Nevertheless, as the schools underperform, that makes the education quality a concern. Interestingly, the current government rejuvenated free education – predominantly basic education – that was primary education extended to include a certificate of ordinary secondary education. However, almost all schools are not functioning well due to the shortage of resources and high student indiscipline levels. This context became the essence of the updated education policy (URT, 2014), besides many current education circulars and presidential decrees insisting local communities, community-based NGOs, and development partners all volunteer to support government efforts in serving necessary public schools’ resources.

- ***Strength and weakness of the policy (ETP)***

***Strength:*** In making explicit the education and training setting after independence in Tanzania, the system accommodates formal and non-formal education and training that redefines the educational transition from the colonial era to the post-independence broad policies (URT, 1995) predominantly:

- Enhancement of partnership in the provision of education and training through the deliberate efforts of encouraging private agencies, local communities and NGOs to participate in education and training to establish and manage the schools.
- Identification of critical priority areas (shortfalls) to create an enabling environment for local communities to participate in education provision.

- Broadening of the financial base for education and training through more effective control of government spending, cost-sharing, and liberalisation strategies.
- Streamlining of the management structure of the education sector by placing more authority and responsibility on schools, local communities and LGAs.

**Weakness:** Despite the instructions the policy document accommodates, at the implementation stage, the policy lacks;

- an explicit direct practical guide for school leadership communication linkage between the schools and the participating local community (Hodgson *et al.*, 2010).
- unambiguous criteria of selecting members of the SGB and how to guarantee realistic representation of local communities, teachers, parents, local authorities, etc.

Generally, Tanzania's ETP has comprehensive coverage where macro- and micro-policies revolve around issues of educational liberalisation, self-reliance, and integration of development efforts. While making the education direction explicit, the policy emphasises enhancing school, family, and community partnerships to broaden the financial base through cost-sharing. This role focuses on dealing with critical priority areas alongside problems concentrating on and guarantee quality schools for quality education.

Following the policy, related to the focus of this study about the participation of the community in school leadership for school improvement, the policy states: "LGAs alongside NGOs, communities, individuals and public institutions must be encouraged and given incentives to establish, own, and manage and administer at least one secondary school in each ward locality (Kata) in their areas of jurisdiction" (URT, 1995:40). Also, it emphasises: "attempts to engage local communities in the managing public education institutions in their areas of jurisdiction are wanting yet confirms that effective management of

education and training necessitates community participation” (URT,1995:26). It further instructs: “Ministries to devolve their responsibilities of management and administration of education and training to lower organs and communities” (URT, 1995:26). Importantly, this study explores whether this policy instruction has been put in place in practice by the education practitioners, predominantly the LGAs’ education and school leaders.

Interestingly, this study focused on exploring the overall situation in terms of indicators, types and barriers, methods, and perceived understanding of CP, alongside motivational strategies deployed to enhance local communities' active participation. This focus concurs with the 1995 ETP and the updated 2014 version as it emphasises: “effective incorporation of local communities’ voice in decision-making, planning, implementing monitoring, and evaluation of policy implementation as it affects their life” (URT, 2014: 55-56, 67-68). Nevertheless, although the education policy recognises and emphasises the need for CP in managing the schools, it does not provide a broader framework for implementing it accordingly. Therefore, the proposed PTMM from this study's findings provides an explicit framework alongside the CAC, filling the research gap and informing policy improvement. Likewise, it will enable the CP approach to function as policy directs in managing schools effectively.

### **3.6.6.5 The structure and organisation of schooling in Tanzania**

- ***Introduction***

Tanzania has an education system that is similar to commonwealth countries influenced by the British education system. However, the system is based on eradicating illiteracy and poverty. The country has private schools (primary and secondary schools), training centres, colleges, and universities, and the public sector has the same composition. Both works under the guidance of the first post-independence Education Act of 1962, which the 1995 ETP describes repealed and

replaced the 1927 colonial education ordinance (URT, 2014; URT, 1995: i). The Act of 1962, alongside that of 1969, No.23 of 1973, No.12 and No.13 of 1975 and No.25 of 1978, not only regulated the provision of education and uniformity but also streamlined the education structure, curriculum, examinations, and administrations to meet societal needs (Mosha, 2006).

Although private schooling seems very expensive, few, strictly English-medium, and not feasible for most families, they have a higher demand for children who do not pass the standard 7 PSLE. They have higher demand because they cannot enrol in public (government) secondary schools. Likewise, private schools and colleges are too expensive for students from most ordinary households to manage. However, parents' choice of where to send a child for education receives high government respect (Jingi, 2015). Notably, the government is attempting to standardise the delivery of education and lower costs.

- ***The structure and organisation of schooling in Tanzania***

Overall the structure and organisation of education in Tanzania rests predominantly under the Ministry of Education, Science, Technology and Vocational Training (MoESTV) and the Prime Minister's Office (Regional Administration and Local Government) (PMO-RALG). Nonetheless, each of the remaining ministries has sector-specific professional training initiatives (URT, 2014). Under a consistent partnership with the government guidance and responsible ministries and CBOs provide formal and non-formal training.

Tanzania's schooling structure comprises a sequence of education and training levels that render valuable services through formal and non-formal sub-systems. URT (2014), in line with UNESCO (2011) and URT (1995), describes very explicitly the structure of three channels constituting education and training: formal, vocational and professional, and non-formal.

- ***Formal schooling in Tanzania***

This schooling (education and training) system is primarily academic in a range of specific levels. Since 1961, the structure of formal schooling in Tanzania was 7-4-2-3+ until the mid-1990s. However, the government reviewed this structure in 1995, and the 1995 ETP added two years of early childhood (pre-primary) education before the seven years of primary school in the structure. Thereby, over the years since 1995, the structure has remained 2-7-4-2-3+ to date, i.e. two years of pre-primary education, four years of ordinary secondary level (O level), two years of advanced secondary-level (A level), and a minimum of three years of tertiary or higher education (URT, 2014; URT, 1995).

***Pre-primary education:*** This level of schooling sits for children aged from 0 to 6 years old, and it has two major categories. *One*; Baby class caters for children aged 3 to 5 years in day-care centres, kindergarten. Although this is not compulsory as it does not seem economically feasible to formalise and systematise the entire education spectrum, it ensures the maintenance of Tanzanian cultural values. However, it gives children an extended stay at school rather than being with parents at home (Oketch and Rolleston, 2007). *Two*; Nursery caters for children aged 5 and 6 years old who are integrated with the entire formal school cycle. This platform gives children the necessary knowledge, skills, and readiness to start class one at the entry age of 7, notwithstanding this level having no national examinations for promotion purposes (URT, 2014; Lyabwene, 2010) of children to join or start primary education.

***Primary education:*** This is a compulsory seven-year schooling cycle for children aged 7-13 years as effective implementation of Tanzania's 1974 UPE and the later 1990 EFA was declared at the WC-EFA (URT, 2014; URT, 1995). The primary schooling curriculum was developed by the Tanzania Institute of Education (TIE). It focuses on teachers delivering 11 subjects: Kiswahili,

mathematics, science, geography, civics, history, English language, vocational themes, religion, information and communication technology, and school sports. The community living near the school is also a further learning resource to the pupils through their provision of an IKS as guest speakers in the classroom curriculum, besides pupils having some study visits in the community (Hodgson *et al.*, 2010). However, pupils sit standard four national examinations for what Sifuna (2007:691) calls “formative pupils’ academic progress evaluation”. Thereby, standard seven pupils sit the PSLE, which marks the completion of the primary schooling cycle and is mainly used for secondary school selection purposes for pupils who pass it.

***Secondary education:*** This level has two sub-cycles – the O-level forms the first cycle of four years’ duration (Forms 1 to 4) that prepares students for the CSEE. After Form 4, a certificate is issued to all passing the CSEE<sub>1</sub> and thereby, selected students may progress to a second cycle as the A-level that lasts two years (Forms 5 and 6). Notwithstanding the second cycle (A-level) catering to students for an ACSEE, it sits as a formal preparation stage for students to join higher education or training institutions. Some students enter the workplace after they have attended job-related training by the employer.

The TIE develops the secondary schooling curriculum in two sets, one for O-level as CSEE and the other for A-level as ACSEE. Although they seem similar, they are different according to the education and training sector policy (URT, 2014; URT, 1995). Students who pass ACSEE at the level of Division I and II qualify to directly join tertiary or higher education institutions (Mushi, 2009).

***Tertiary or higher education:*** This is the third level of formal schooling that offers a higher rank of academic qualification that rests on professional training and award certificates, diplomas, and

degrees (Kamugisha, 2017). At the undergraduate level, most bachelor's degree programmes offered by these institutions usually last three years. However, law, geology, and engineering take four years (five years in the case of medicine) (URT, 2014), while doctoral degree programmes last a minimum of three years on a full-time basis (UNESCO, 2011).

- ***Vocational schooling (VS) in Tanzania***

VS seems directly associated with the acquisition of skills for self-employment or further vocational and professional advancement. Interestingly, this training is often provided on the job or off the job or a combination of the two. It was designed to prepare, update, or retrain artisans for employment or self-employment at the semi-skilled or skilled level in any branch of economic activity in Tanzania.

Graduates of primary education who do not pass the PSLE, and considering parent choice, are given the opportunity of two-year craft courses offered at post-primary vocational training centres (UNESCO-IBE, 2014). If interested, they can join technical education (a three-year course). Nevertheless, those who achieve Division III and IV in their O-level CSEE or A-level ACSEE have open access to study for an ordinary diploma in a technical college. Thus, the VS curriculum is as varied as the courses themselves because they cover a wide range of packages to suit varying levels of the students' previous knowledge and employment sectors' critical needs. VS comprises the commercial, technical, electrical, work-study programmes, and apprentice training programmes undertaken by ministries, NGOs and awards them Trade Test Certificate Grade I. It awards Trade Test Certificate Grades II and III for the trained technicians and professionals (Yahl, 2015).



- ***Non-formal schooling (NFS) in Tanzania***

NFS is predominantly generalised as out-of-school education distinguished from formal in-school education (URT, 2014; URT, 1995). However, it caters for informal and adult education. The students set the pace for their studies, and there is no stipulation of the duration for promotion or completion. However, various Centres of Continuing Education (CCE) and Open University (OU) have specified an open structure at a minimum of 2 to 3 years of diploma, 3 to 5 years of a degree, and 2 to 7 years of a master's degree alongside 4 to 8 years of a doctorate. Laher and Singi (2015) argue that such a range of years offers students' choice or pace based on a personal circumstance toward freedom of participation in studies. The informal aspect of the non-formal schooling contributes significantly to formal education development as its graduates are employed in formal schooling and development sectors, as Anyimadu (2016) appraises that the two are linked to each other.

The non-formal schooling curriculum varies as per each course outline package. However, it guarantees meeting Tanzania's ETP under the guidance of NACTE. Generally, the government established Tanzania's schooling structure to ensure all people have access to school in a tireless effort to end illiteracy. The 1995/2014 ETP put into action all these programmes to ensure Tanzania ends poverty.

Generally, the discussion throughout the literature establishes that CP is among the potential resources for sustainable education and school improvement. However, the most reviewed studies used questionnaires and observation methods to gather data, limiting the opportunity for research actors to give detailed responses about community participation in education. Nevertheless, there seems to be much missing accurate data about CP in managing public schools. Since most public WBSS are not functioning well, unfortunately, the state of CP in managing schools is unknown.

To fill such a knowledge gap, the researcher in the next chapter four details used semi-structured interviews, participant observation, and documentary analysis to explore detailed data which entail community roles and experiences in managing local public secondary schools.

However, the study intended to propose the model alongside other recommendations to improve the CP approach toward building a team-management approach in leading the school to provide friendly opportunities for students' learning and success.

## **CHAPTER FOUR**

### **Research design**

#### **4.1 Introduction**

This chapter sets out to explain and justify the design and methodological approach to address the research questions. It starts with clarifying the research questions and the context and design frame. Then it outlines and justifies the design approach, methodology, and methods, considering design issues such as method management and access, sample, ethics, and consistency. Finally, it includes elements like timing and limitation of the research.

#### **4.2 Research questions, the context, and design frame**

Thinking in terms of research questions brings practical rigour and specificity to one's scope and design frame of the inquiry (Robson, 2011). Indeed, they are a crucial building block that determines decisions about the design approach that turned them into a project (Lewis and Nicholls, 2014). Provided design functions are virtually obscure at the start of the project; the researcher seeks to make decisions from inception (Hakim, 2000). Plans are revised continuously and modified to reinforce rigour, practicality, and the significance of being vigorous (Gomm, 2004). This section highlights a close link between the research questions, the context of the research problem, and research design because the design is responsible for generating evidence. Gorard and Cook (2007) establish that it provides convincing answers to the research question as unambiguously as possible and determines the type of conclusion (Becker, 1998).

Importantly, it helps to identify circumstances that have caused the researcher to be interested in the inquiry (Khalfan, 2010), consistent with the kind of knowledge that the researcher intends to

bring. Researchers (URT, 2014; HakiElimu, 2013; UNESCO, 2012) have revealed that 3,551 public ward secondary schools in Tanzania experience high fiscal deficit, delayed capitation funds, shortage of academic facilities, teachers, and infrastructures due to limited government resources. URT (2014), in line with HakiElimu (2013), argues that communities and the government in partnership established schools in each ward locality. The government employs heads of schools, teachers, and non-teaching staff. However, the state of CP in managing those schools was not known. The question of interest here is, if communities mobilise the resources needed to establish the same schools, what could happen if they are engaged in managing the schools? The researcher felt that the government should build community accountability in managing schools, specifically through a PTMM to enhance CP. Without a doubt, when school heads and the communities work as one team with one voice can improve the schools.

The following research question guides this research: what is the existing situation in terms of indicators, types, and barriers of CP in managing public secondary schools in their ward localities? To indicate the parameters of this study, the researcher refined the central question into three explicit sub-questions. First, in what ways do community members participate? Second, what are the people's perspectives on the value of CP in managing those schools? Third, what are the motivation strategies deployed to enhance CP? These sub-questions helped the researcher choose the research design frame that 'fits the purpose' according to the type of data needed to answer them (De Vaus, 2001) robustly. A detailed case study helped the researcher "organise the project, give it direction and coherence, delimited it, show its boundaries, be focused during the project, and provide the framework for writing up the project" (Punch, 1998: 38).

### 4.3 Research strategy

Lack of “overall consensus about how to conceptualise doing the social research complicates the task of carrying out research” (Robson, 2011:45). This strategy emanates from differences in researchers’ conceptions of the social world, truth, and reality. However, research purpose and the type of research questions determine the researcher’s choice of strategy and tactics to undertake the study (Robson, 2011). This section offers the general orientation that this research took in seeking answers to research questions. Denscombe’s definition of research strategy guided the development of this section:

“In the context of social research, research strategy entails *a broad approach* that has: a distinct logic and rationale that shapes a plan of action (research design) to address an identified research problem (possible to achieve a specific goal)” (Denscombe, 2014:3).

Therefore, this research drew upon interpretive case studies design, predominantly underpinned by the interpretivist paradigm. In principle, for a case to exist, the researcher must identify a particular unit for further analysis (Denzin and Lincoln, 2003) and means of placing it in a context (Stake, 2005). This approach dealt with the inquiry that its purpose is to explore and obtain a detailed understanding of the theme (Denscombe, 2014). This study investigated the state of CP in managing public secondary schools. Under the interpretive approach, the study generated knowledge based upon the body of evidence that underpins research actors’ experience and perspectives (Dinham, 2005) and reviewed relevant documents that cover the complexity of the situation. This approach applauds hearing each participant's voice alongside quoting their views in the data analysis and discussion (Wieviorka, 1992). The role of the researcher was implicit in gathering and interpreting qualitative data.

Practically, the researcher's belief appears inseparable (Flick, 2007) because the approach places researchers as part and parcel of the social world they seek to explore (Robson, 2011). Nevertheless, instead of bracketing and setting aside such beliefs, the researcher explained and integrated them into the research findings (Newby, 2010). However, maintaining the study focus, it is reasonable to minimise those beliefs to obtain a more unobstructed view of whether the phenomenon exists and how it works. Denscombe (2014) suggests that the researcher was reflective and self-conscious about how his perceptions are shaped by things like common sense and then moderated their impact.

A case study design was applied for this study because it is appropriate for taking a holistic view to explore and describe the in-depth understanding of a contemporary phenomenon and its dynamics (Yin, 2009) as a typical instance within a real-life context. The design enabled the researcher to use multiple sources of evidence to answer the research questions on whether CP exists, 'when', 'why', 'how' (what ways), and what are the perspectives on its value and motivation strategies (Thomas, 2011a) in a naturally occurring setting where a researcher has little control over events (Denscombe, 2014). Therefore, the design enabled the researcher to understand the dynamics present within the selected 'case' settings.

The main challenge addressed concerning case study design sits on how to draw the boundaries of the case, which Robson (2011) describes Yin (2009) emphasises to ensure an absolute and clear-cut fashion that contextualises this design's choice. First, it took place in 12 schools in their respective ward localities of the Morogoro region, Tanzania, chosen as multiple cases since they are public WBSS broadly experiencing a shortage of academic facilities, infrastructures, and funds. Unfortunately, no previous research addressed the issue of CP in managing those schools in Tanzania. Second, it involved only public WBSS, which local communities established in

agreement with the government. Third, CP was limited to community members in each geographical ward and not outside the respective locality. Fourth, participation was limited to their access to decision-making and planned to manage the schools' academic and financial matters, students' behaviour, and teachers' needs.

This design's challenge rests on whether it can produce generalizable findings because of its intensive study of a small number of cases in local settings (Denscombe, 2014). Indeed, to fend off this criticism, this research was based on the transferability of findings to other comparable instances (Thomas, 2013). To make sense of it, the researcher sought to describe similarities of the chosen cases to others all of the same type (Lincoln and Guba, 1985). A study sample was randomly selected to ensure that multiple nested case studies represent the population of interest, particularly that of similar characteristics (Berg, 2007). This process helped reduce possible systematic errors from the researcher's choices, maintain the trustworthiness of findings (Thomas, 2011a), and cast findings' transferability applicable to other similar settings (Thomas, 2013).

#### **4.4 Research methodology**

This study used a qualitative approach to the research process. The method seemed appropriate because it enabled the researcher to explore and obtain a greater understanding of whether CP exists, its methods, perspectives on its value, and motivation strategies (Flick, 2009). It considered research actors' experiences and perspectives in their natural settings in making sense of or interpreting the phenomenon under investigation (Ormston *et al.*, 2014). Also, the approach gave the researcher the freedom to vary plans consistent with its flexibility concerning research design, data collection, and analysis (Denzin and Lincoln, 2011) throughout the research.

The methodology is significant because it helped the researcher to build up a broader picture of the state of CP in managing the schools. Robson (2011) describes Denzin and Lincoln (2011) maintaining that the research methodology informed by an interpretive case study seeks to reveal and convey deep insight and understanding of the phenomenon's concealed meanings under investigation. However, the qualitative approach is not a single entity but an umbrella term, which encompasses various data collection methods (Thomas, 2013), revealing experiences, attitudes, and perspectives of the research actors (Robson, 2011).

#### **4.5 Methods of data collection**

This research aimed to use a triangulation approach that included a semi-structured interview, focus groups, participant observation, and documentary review to address the research questions. The choice of these tools considered its 'fitness for purpose' (Creswell, 2013) based on its appropriateness to address the research topic and 'analytic position' to the practical concern (Silverman, 2000:824-25).

Essentially, using numerous sources of evidence allowed multiple nested case studies "to present more rounded and complete accounts of social issues and processes" (Hakim, 2000:61). Thereby enabling the researcher to corroborate each research findings, get more actual results, and generate a high level of confidence in the research outcomes. Importantly, triangulation provided the prospect of enhanced trust in confirming or rejecting explanations from the data that the researcher expects to collect. Indeed, this draws on what Denzin (1978) calls a methodological triangulation (between-methods) which entails several methods to collect data on the subject under investigation. Arguably, the notion of meticulousness in case study research (in terms of its accuracy, checking of bias, and getting a fuller picture and more complete findings) receives



support from applying this between-methods approach (Greene *et al.*, 1989). Also, this approach furnished the inquiry with complementary data – different but related (Denscombe, 2014).

#### **4.5.1 Semi-structured interview**

Individual face-to-face interviews took place with each DSEO, and the selected ward executive officers (WEO), school heads, and chairpersons of school boards (SGBs). This study approached these research actors because they are responsible for coordinating education activities and overseeing decentralised education policy in terms of CP (Galston, 2007) within their areas of jurisdiction. This method enabled the researcher to explore and describe what is happening about the phenomenon within each selected case study.

Notably, the semi-structured interview offers a flexible structure for the interview process. Also, it allowed the researcher to modify lines of inquiry to nudge the informant gently to delve deeper into a topic (De Vaus, 2001), exploring themes as they come up. It allowed the researcher to cross-check the informant's correct understanding with minimal researcher prompts and probes (Seale, 2004). The interview guide served as a checklist of themes covered, including default wording and order for the questions to maintain the focus (Schuerman, 1983). Triangulation mostly helped ensure the interview data's correctness (Potter and Hepburn, 2005) and maintained its quality.

One of the weaknesses of this method is the possibility of misinterpreting the research actors' views, such as selectively reporting their words to suggest that they have said something that they did not say (Denscombe, 2014). The researcher presented and discussed the data in a way that is faithful to the original. He sought to maintain the balance between the openness of the questions, the focus, and the inquiry themes' order (Gillham, 2005).

#### 4.5.2 Focus groups

Since this study focused on CP, the researcher conducted a focus group interview (FGI) alongside a short discussion with randomly selected community members. The research actors responded as part of the small groups rather than individuals (Denscombe, 2014:188). The approach consisted of 12 small groups. Each constituted eight people (four parents of the students and four non-parents) brought together by the researcher to explore their experiences, perceptions, attitudes, and ideas about this inquiry.

This approach sought its members to answer and briefly discuss the questions about the phenomenon under investigation. It suited this study because it provided the opportunity to interview community members in groups. Robson (2011:293) considers it a *group interview* where the “researcher presents a specific open-ended question to get responses from the group”. During the FGI, the researcher was not the focal point of interaction, but a moderator guided research actors to respond according to the given research question.

As it encourages contributions from people who ignored individual interviews, all research actors were treated equally by the researcher whilst maintaining the focus. This context included guiding them to speak their minds and reflecting on each other’s views (Morgan, 2006). The advantage of focus groups rests on the discussion and interaction, questioning and reflection that reveal the reasoning and underlying logic used by research actors (Kamberelis and Dimitriadis, 2013). The meeting was organised informally to guarantee research actors freedom of discussion. Such members could use humour and play off one another (Gamble and Weil, 1997), and non-verbal clues were carefully observed. Consequently, the researcher generated detailed data in a relatively short time from a range of research actors’ opinions and feelings relating to the topic (Thomas, 2013).

This approach has the same weaknesses as those of a semi-structured interview. The main challenge in this approach is about establishing trust, confidence, and freedom of speech within the focus groups, particularly when discussing sensitive areas of the research topic. For instance, what particular group members say and do, and even possibly what they think, may be affected by the presence of others in the same group (Stewart *et al.*, 2007). The researcher established a climate of trust and confidence with each group member and guaranteed protection to any vulnerable group member. This situation ensured that each member of the group broadly shared personal experience and perspective on the study. Denscombe (2014:189) stresses that research actors feel at ease and “sufficiently comfortable in the company of the other group members to express themselves freely when they were assured that nothing was disclosed publicly” by other members of the group.

#### **4.5.3 Participant observation**

In qualitative studies, this method is mainly used in ethnographic research (Denscombe, 2014) as it has some merits of ethnographic research. However, “ethnographers immerse themselves in the community they observe and record actions and interactions, routines, dialogue and exchange amongst the members” in a real-life situation (Nicholls *et al.*, 2014:244). In this inquiry, the researcher observed a real-life setting. Hammersley and Atkinson (2007) elucidate that in addition to watching what happens, the researcher participated in:

“Listening to what is said, asking questions; in fact, collecting whatever data are available to throw light on the issues with which [the research] is concerned” (Hammersley and Atkinson, 2007:3).

Using this approach, the researcher compared what was happening with what research actors explained in interviews and lessened his effect on them. In this sense, Hammersley (1998:8) maintains that such settings are less fouled by “interviewer effects”.

The study aimed to use participant observation to observe CP in decision-making and how leaders value community contributions in the school management meeting sessions. The method was selected because it treats the observer as the research instrument and a partial member of the observed group (Gilbert, 2008), hence reducing research actors' tension, achieving trustworthiness, and in-depth understanding of the practical context of the phenomenon under the inquiry (Cohen *et al.*, 2011). In this method, Robson (2011) elucidates that analysis takes place in the middle of data collection and shapes its development. The researcher carried out a moderate participant observation (Gilbert, 2008) in the local community and school meetings and used observation schedules to maintain the systemic and standard way of recording data. This method helped the researcher to maintain consistency between the observation schedule and what takes place in practice to increase the likelihood of retaining the focus (Gillham, 2008).

The disadvantage of using those schedules lies in the possibility to “miss contextual information”, particularly those related to the research actors' behaviour (Denscombe, 2014:212). The researcher developed flexible schedules that allowed an opportunity to record any contextual information about research actors' behaviour when recording what was observed. However, one might argue that this approach remains silent about the source of what is happening. Nevertheless, this should not be the case because interview and focus group data filled the gap and supplemented further analysis (O'Leary, 2014).

The presence of an observer, however, could disrupt the naturalness of the setting. To minimise the likelihood of disruption, the researcher applied Denscombe's suggestion that when the researcher needs to view everything, he must maintain “obtrusive positioning” (Denscombe, 2014; 210). In addition to reducing close interaction with research actors when observing them, the researcher controlled his presence in the observation session so that his attendance at a more

extended time should not affect the process. The setting's naturalness was maintained from informed consent and established rapport between the researcher and the observed.

#### **4.5.4 Documentary review**

This research aimed to analyse records about the phenomenon in the study from the DSEOs, offices, wards, and selected schools. It aimed to explore minutes related to community attendance in the previous local meetings and their contributions in supporting the management of various school development projects. This approach seems vital because it enabled the researcher to capture additional data informing the study and supplementing further analysis (Flick, 2009). As documentary data present a specific and limited account of the reality of the research topic, the researcher considered this when gathering and interpreting data in such texts (Spencer *et al.*, 2014).

#### **4.6 Sample and sampling techniques**

To achieve the goal, Denscombe argues:

“Researchers must be very clear and explicit about whether they intend to use a representative sample or an exploratory sample” (Denscombe, 2014:33).

According to the nature and purpose of this inquiry, the researcher sought to blend probability and non-probability sampling techniques (Daniel, 2012). The choice of appropriate sampling techniques depended on the scope, aim, and main priority of the study (Emmel, 2013). This study applied purposive sampling to select the six DSEOs instead of district primary education officers (DPEOs) or both. This strategy was appropriate because the research focuses on secondary education management and DSEOs provided the general list and contacts of public secondary schools in their district.

Using the given list of a target research population, the researcher applied a random sampling strategy to select 12 case study schools from 256 schools in the Morogoro region (URT, 2014), resulting in 12 school heads and 12 chairpersons of school boards. The same practice was done for each selected school head to give parents and community members a general list and contacts. The researcher randomly picked 24 parents and 24 community members. As the study focused on public WBSS, the selection considered that one should be urban and the other in a rural locality in each respective district.

However, the list from school heads gave the researcher list of community members who participate in school meetings. Twelve WEOs provided a general list and contacts of all community members in their ward where the researcher randomly picked 24 parents and 24 community members (those who do not appear in the heads' lists as non-research actors). Both were equally important to inform this research.

From the general list of schools, each had a number written on paper that the researcher put in a box and mixed up. The researcher did likewise, in the other two containers, one for the name of each community member and the other for each parent. The researcher picked a piece of paper at random until reaching the required planned sample size of 138 research actors. However, randomisation is the best method of allocation (Morrison, 2001) as it minimises unwanted biases (Gorard, 2013).

The random sampling approach seemed appropriate here because it offered each school and community member an equal chance to be selected as a sample. Therefore, the researcher made choices free of any systematic bias (Gorard, 2013) because the research sample genuinely represents the entire population of interest and is predominantly allowed to transfer findings to a

larger population of the same characteristics (Robson, 2011). The results provided a detailed understanding of the state of CP that informed the basis for this study introduced PTMM to improve the practice in the studied population and others with the same characteristics.

As this research lends itself to the intensive study of randomly selected multiple nested case studies, the representatives of the sample, and how they are traditionally related to other related localities of a similar setting, determined the transferability of findings (David and Sutton, 2011).

Denscombe argues that:

“Transferability is based on the statistical probability of some aspects of the data recurring elsewhere; it is a probability that relies on a large sample that is representative of the wider population” (Denscombe, 2014:299).

Reflecting the assertion above, the “transferability criterion is central in corroborating the offer of social science” (Thomas, 2011b:32) as Schofield concludes that:

“It is clear that the numerous characteristics that typify the qualitative approach are consistent with achieving transferability than generalizability in the quantitative inquiry as it has generally been conceptualised” (Schofield, 2002:173).

Inevitably, this research drew on the relevance and applicability of findings based on similar conditions/characteristics of other populations to those studied (Lincoln and Guba, 1985) and the usefulness of a new PTMM generated to increase the likelihood of enhancing phenomenon under investigation to the community of interest.

#### **4.7 Linkage between data collection instruments and the research questions**

This section summarises a connection between the research questions and the interview questions for individuals, focus groups, and observation schedules. The main issue is how the chosen tools

address the research questions (see tables 4.1 and 4.2 and appendices for more details of the instruments).

**Table 4.1 Summary of how the interview questions addressed research questions**

<b>Topic: Community participation in managing public secondary schools</b>	
<b>Research Questions (RQs)</b>	<b>Interview Questions</b>
1. What is the existing situation generally in terms of indicators, types and barriers of community participation in managing public secondary schools in their ward localities?	<p><i>Invited DSEOs for a district-level. WEOs for award level. School heads, chairpersons of school boards and community members for a school level within award level.</i></p> <p><b>i)</b> Please, tell me a bit of your experience in managing public secondary school(s).</p> <p><i>(Prompt if not already mentioned: What serious problems you have been experiencing in managing those/this school(s)?)</i></p> <p><i>(Probe What assistance do you seek (from whom?) in handling problems that you face in managing those/this school(s)?)</i></p> <p><b>ii)</b> What is your perceived understanding of “community participation in managing those/this school(s)”?</p> <p><b>iii)</b> Is there a need for community members to participate in managing those/this school (s)? If yes, Explain why?</p> <p><i>(Probe Do community participate in managing those/this school(s)?)</i></p> <p><b>iv)</b> What do you think are the key responsibilities of the community members, including parents of students in managing those/this school(s)?</p> <p><b>v)</b> What is the current state of community participation in managing those/this school(s) in your view? Please, provide me with specific examples if possible.</p>
2. What ways do community members participate in managing public secondary schools in their ward localities?	<p><b>vi)</b> What ways do community members, including parents of students participate in managing those/this school(s) in terms of;</p> <ul style="list-style-type: none"> <li>· academic and financial matters</li> <li>· students’ behaviour</li> <li>· needs for teachers (accommodation and motivation)</li> </ul>
3. What are the people’s perspectives on the value of community participation in managing public secondary schools as expressed by different actors?	<p><b>vii)</b> What would you like to describe in specific cases from your experience of working cooperatively with community members in managing those/this school?</p> <p><i>(Prompt if not already stated: How do you think community participation have been/will help to deal with serious problems that you have been experiencing in managing those/this school(s)?)</i></p>



<p><b>4.</b> What are the motivation strategies deployed by the ward-based local authorities and the school leaders to enhance active community participation in managing public schools in their ward localities?</p>	<p><b>viii)</b> What improvement, if any, do you think could be put in place if community members, including parents of students, participate in managing those/this school(s)?</p> <p><b>ix)</b> What are the key strategies you use to motivate community members to participate in managing those/this school(s)?</p> <p><b>x)</b> Is there anything that you want to add about community participation in managing those/this school(s)?</p>
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The researcher posted information packs (covering letters, interview, and observation request forms attached to ethics protocol sheets) that contained research actors' research details. Those who agreed to participate were contacted by telephone to approve the appropriate dates and times for 42 individual interviews, 12 focus group meetings, and 24 observations of the SMT and SBM sessions.

In terms of observation, the researcher aimed to address the indicators, types, and barriers of CP by observing community members' attendance and taking part in decision-making and discussing school management matters during the SMT SBM sessions. This method included how they are given opportunities, take roles and work together cooperatively with the SMT, for which sensitising CP is a vital component. Table 4.2 provides a summary (see appendices for a detailed schedule).

**Table 4.2 A summary of how the observation schedule addressed research questions**

As in Table 3.1, RQs	Observation  Indicators of community participation	The focus				
		Number		Frequency		Percentage vs overall
		(O)	(NP)	(P)	(NP)	
1	i) Attendance of community (parents (P) and non-parents (NP) of students)					
	ii) Contribution of views by the community members, including parents, during the meeting sessions					
2	iii) Opportunity and freedom of speech on the inquiry given by the community members, including parents					
3	iv) The response of the meeting chairperson and does he/she value the views given by the community members, including parents					
	v) How do community members, including parents of students, respond and volunteer on the roles and distributed responsibilities on managing financing issues, students' behaviour and accommodating needs for teachers?					
4	vi) The motivation of community members and parents: -how does the chairperson motivate them to speak out their feelings, attitudes, their views and substantial contributions on how to improve the management of schools in their wards.					
	vii) Time allocated and spent by community members, including parents, to speak					

#### **4.8 Management of data collection process and access**

The researcher contacted the REO, seeking permission to conduct this study in the Morogoro region. Then, communicated with each DSEO, and later each case study WEO, the school head, and chairperson of the SGB to arrange a mutually convenient day, time, length of time, and location for the interview and observation of SMT and SBM sessions. The researcher did the same process with each selected community member and parent for the FGIs.

## **4.8 1 Interviews**

The researcher conducted individual face-to-face interviews with 6 DSEOs, 12 WEOs, 12 school heads, 12 chairpersons of school boards, FGIs with 48 parents, alongside 48 community members (each FGI had four parents of students and four other community members).

Initially, the researcher piloted the interview method through telephone interviews with two DSEOs, two WEOs, two school heads, two chairpersons of SGBs, and two focus groups with three community members and three parents of students. This method enabled the researcher to evaluate estimated time appropriateness for each interview session, interview questions, and determine possible prompts and probes, research actors' preparedness for the interview, and researcher's interview skills and confidence. This process checks whether the research tools are productive as planned in terms of the purposes of the inquiry (Robson, 2011). The actual research excluded the people who participated in the pilot study. The main lesson from the pilot interviews rests on the researcher using more probes and prompts when asking questions, but the tools all were productive.

The researcher conducted semi-structured interviews at the DSEOs' and WEOs' offices and school environments at the agreed time and in a reasonably quiet place, which had good privacy. According to the researcher's plan, interviews were carried out during the day and after the office or school time in agreement with the informants. At least each interview session lasted 60 minutes. However, the researcher made "a bid for an agreed length of time whether it could be 15 minutes, 30 minutes, 45 minutes or an hour" (Denscombe, 2014:193). This technique helped those who were busy and avoided tiredness and boredom from a lengthy interview session.

In terms of focus groups, the researcher carried out group interviews in the 12 selected case studies of public WBSSs in Tanzania. The researcher considered that a group size of four parents and four other community members covered a range of views and opinions that the inquiry sought and made it possible for him to follow up in terms of research actors turning up and manage it. The interview questions were posed as a guide for members to respond. The researcher encouraged every group participant to answer questions and discuss, and no one bullied others (Thomas, 2013).

Although the primary language in all interviews was English, the researcher was flexible enough to allow any interviewee who felt more comfortable explaining in detail some points using their local language when answering the questions. However, Denscombe (2014) argues:

“Memory is a rather unreliable way of capturing the discussion that happens during a face-to-face interview.....human memory is prone to partial recall, bias and error. Interviews, instead, should rely on other more permanent records of what is said in any language one feels comfortable to use” (Denscombe, 2014:196).

The researcher audio-recorded all the interviews, combined with field notes that give important supplementary data, including contextual factors and non-verbal communications, for further analysis.

As the interviewer sought in-depth information about the topic, in addition to the semi-structured interview questions, he used some *prompts* and *probes* to spur each informant to speak their minds, gently revealing their in-depth experience and perspectives on a specific point (Thomas, 2013). However, questions after a prompt or probe depended on answers provided by the interviewees. Indeed, the interviewer got valuable insights based on informants’ expanded opinions and what they consider as crucial factors (Denscombe, 2014).

The interviewer reduced the number of prompts and probes to maintain the interview's focus, guidance, and quality. The emerging themes led the interviewer to adjust certain inquiry lines and ensure that the research actors' responses gave detailed data for the study.

After the individual and FGIs, the researcher presented transcripts and recorded audio to the interviewees to check and verify what they said. The researcher corrected where the informant felt misunderstood. Robson (2011) asserts that checks ensure accurate understanding of informants and that the gathered data are correct and worthwhile. This enabled the researcher to be confident in the data accuracy.

The researcher adopted a passive and neutral stance to ensure that all people felt comfortable divulging detailed data and being honest about what they revealed. This setting enabled the researcher to present himself that did not upset informants and maintained being polite, receptive, and neutral on any informants' statement. This study takes Diamante's (2013) suggestion that the researcher must be sure that all research actors understand and share the underlying logic of this style. At the end of each interview question, informants had a chance to add any relevant information if needed before proceeding to the next question.

#### **4.8.2 Participant observation**

The researcher contacted the school heads and chairpersons of the school board to be informed about the day and time for the school management and board meetings and make them aware of the style and purpose of observation. Notably, the researcher secured a good rapport and informed consent of the meeting chairperson and research actors. He introduced himself in the meetings as not only a researcher but partly a participant. This method helped to maintain the naturalness of the setting (Newby, 2010).

## 4.9 Data analysis

After data collection, the researcher created backup copies of all original materials. This process aimed to protect them against loss because once qualitative data are lost, they are irreplaceable (Robson, 2011). The researcher transcribed and annotated the data in audiotapes and written records from the observations and interviews. The annotations drew on sources taken during and immediately after the meeting, including what Denscombe (2014:278) identifies as: “gestures, outside interferences, uncomfortable silences and other feelings that gave richer meaning to the words that were spoken”. The transcripts, observation data, and any other documentary evidence were put together in a systematic and meaningful fashion (Denscombe, 2014), amenable to analysis and interpretation. Analysis entails:

“Decisions about how your data are to be analysed should start at the design stage of your project. It includes how you focus the study and make sampling decisions about people to interview, places to visit and type of answers sought” (Robson, 2011; 415, 473).

Considering Robson’s assertion above, the researcher chose a thematic approach to analyse the study data because of its focus (aims) and objectives and types of data to be generated. The nature of the research questions alongside the data is in the form of words (spoken and written) developed through interviews, focus groups, and participant observation. The researcher made interim summaries, abstracts, and memos to reduce data and simplify the actual thematic data analysis process during data collection. Robson (2011) describes Miles and Huberman (1994) states that this practice is part of the analysis and not a separate activity. A thematic approach as described in section 4.9 seems appropriate here because it allowed the researcher to describe and interpret the complex social situations (Denscombe, 2014) of the investigated phenomenon to become visible to the reader to understand it better (Spencer *et al.*, 2014).

## 4.9 Thematic analysis approach

By using a thematic approach through **NVivo 11 pro-software**, the researcher analysed research data (reviewed, coded, and labelled them) to “identify key themes, interpret and report patterns and clusters of meaning within the data” (Spencer *et al.*, 2014: 271), which is a widely used approach, though not a method in its own right (Ryan and Bernard, 2000). In this study, practically it offered:

“The researcher an opportunity to systematically sift through a rich resource data, synthesise highlighted categories into arising themes and revisit the data set to confirm findings” (Watts, 2012:87).

This study explored emerging themes from the collected thoughts, events, and perceptions of the research actors about the state of CP through descriptive accounts using its key features (Gibbs, 2007). Such features include “generating codes, sorting the data according to the set of themes and identifying linkages and interpreting them” (Robson, 2011:477). The conclusion drawn from the patterns apparent in the data was confirmed (verified) and compared with alternative explanations to corroborate the data (Creswell and Plano, 2010) while maintaining the confidentiality of data (Berg, 2007).

Practically, in the process of managing the data, the researcher undertook five concurrent flow of actions of analysis as suggested by researchers (Spencer *et al.*, 2014:282-286) in line with Robson, 2011:476-488) as:

- *‘Self’ immersed in the data and repeatedly read them* to gain an overview of meanings and note down substantive themes of interest within the data. This technique helped ensure that the list of themes/issues is comprehensive and relevant, and the researcher checked them

against the research objectives and questions. In this sense, patterns and labels were grounded in and supported by the data with quotations.

- *Devised an initial thematic framework* of the underlying ideas that link a particular theme of interest from the data. This framework was vital because it helped to locate and discuss specific points.
- *Provided codes and labelled the extracts from the data* to systematically reveal the data's specific features based on the constructed thematic framework that was “assessed in a meaningful way regarding the phenomenon” (Boyatzis, 1998:63).
- *Reviewed the coded data extracts* by refining and sorting them into a set of main themes and sub-themes. The researcher grouped those codes with a similar label as one theme. However, all themes/topics serve as a potential basis for further data analysis, interpretation, and discussion.
- *Summarised each sub-theme* from each category of research actors and display it in a set of framework matrices for more interpretive analysis.

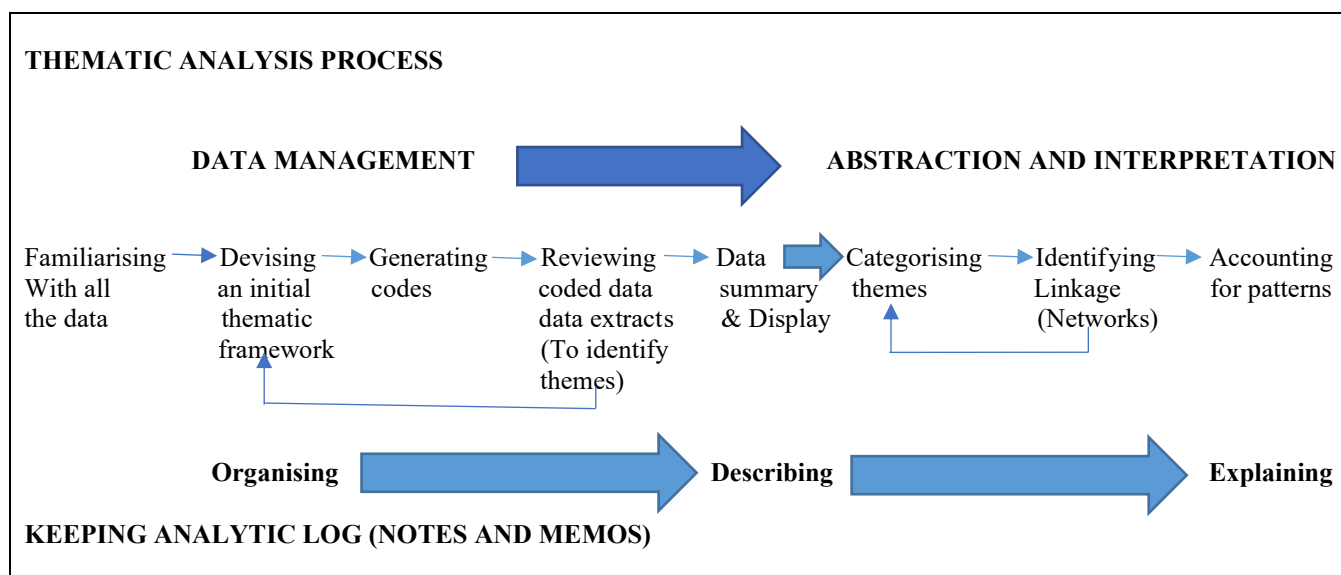
Likewise, at the abstraction and interpretation phase, the researcher classified themes into an analytic set of categories, then made comparisons between different aspects of each theme/topic and combined similar ones to create vital analytical issues. The study applied the words ‘most’ (to represent 85% plus), ‘majority’ (65-75%), ‘some’ (45-55%), and ‘few’ (less than 35%) of the 138 research actors in the analysis (Watts, 2012:87).

The researcher mapped the range and diversity of themes to map the thematic linkage of the analysis, enabling formal relationships based on commonality or differences in the data. At this



end, the researcher teased out recurring patterns emerging within the data whereby a conclusion and a new model were drawn, which also reflected theoretical perspectives developed in Chapter Two and Three – the literature review. Figure 3.1 below illustrates the complete formal, **thematic** analysis.

**Figure 4. The formal, thematic analysis process**



**Source:** Adapted from Spencer *et al.* (2014:281)

#### 4.10 Ethics

Maintaining informed research actors' consent, anonymity, and data confidentiality was, undoubtedly, the heart of this research from its inception to completion and publication, due to its overriding concern to corroborate research value and ethical treatment of research actors (ESRC, 2012). After the university *ethical review approval*, the study sought *permission* from the government as adherence to protocol, which allowed researching the field. This study treated all research actors equally through maintaining justice, respect for research actors plus their decisions, protecting them from harm, and securing their well-being, including the researcher's safety (McNiff, 2013). The researcher contacted research actors to obtain informed consent in advance

through a letter covering the purpose of the study, objectives, and its benefits to them, the dates, and the location of meetings. Notably, the researcher assured each participant of:

*Anonymity and confidentiality*; The researcher did not identify personal names or characters from this study's outset (Robson, 2011). Also, the researcher informed research actors that the data are only available to the researcher supervisor, examiners, and on the researcher's memory stick and computer hard drives with a personal password.

*Safety*; the research actors all had protection against any harm, deception, stress and anxiety, and any whistle-blowing situation. The researcher ensured that the agreed locations for meetings "had fairly good acoustics and reasonably quiet" and gave privacy (Denscombe, 2014:193).

*Their right to withdraw*; all research actors were aware that participation is voluntary; anyone was free to leave whenever they felt uncomfortable (Grinyer, 2002). The independence of this research maintained that '*any conflicts of interests*' or '*partiality*' are explicitly a prerequisite.

This researcher considered the possibility of the *interviewer effect*. Gillham (2005) contends that research actors may respond differently depending on the interviewer identity and the nature of the inquiry. Despite the researcher being an educator within the field of education, the researcher's place and degree level are pursuing to a certain extent encouraged a more positive response from all research actors.

#### **4.11 Timetable for the research process**

Time determined the mutual relationship between data and events in its sequential order and the timing of interactions with the research actors (Bachoefer and Paterson, 2000). Since research actors were accountable to their daily different personal responsibilities, the researcher contacted each participant to decide what time of day, week, or term was appropriate for them to engage in

this research. They chose within the informed fieldwork time frame as planned by the researcher between May and September 2015.

Setting up the timetable (see Table 3.3) for the research process was based on the schools' calendars which entail four terms starting in January and end in late November, approximately three months each season. This decision focused on the availability of research actors and the possibility of accessing them. As stated in previous sections, individual interviews lasted 60 minutes, focus groups 90 minutes, but participant observations depended on the time planned for the school management and boarding meetings (Thomas, 2013).

**Table 4.3 Gantt chart for the research process in the field April-September 2015**

	April				May				June				July				August				September				Oct	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Preparing for data collection at the field	■																									
Travelling for the research at the field	■																									
Arriving and getting settled			■	■																						
Contacting REO, seeking permission for the research					■	■																				
Negotiating access to DSEOs & all other research actors							■	■																		
Researcher's getting 'self' organised									■																	
Piloting the tools (1 <sup>st</sup> Round)										■																
Establishing Formal relationships with research actors											■	■														
Collecting data (2 <sup>nd</sup> Round)													■	■	■	■	■	■	■	■	■	■	■	■		
Final touches																								■		
Travelling back to the UK																								■	■	

#### **4.12 Consistency of research instruments**

In qualitative research, consistency implies “the provision of a fully reflexive account of procedures and methods, showing the readers in as much detail as possible the lines of enquiry that led to particular conclusion” (Seal, 1999:157). This research was open to audit since an audit trail makes the researcher develop a detailed account of research procedures, decisions made concerning data collection, analysis, and conclusions. Such a detailed record enabled other researchers to see and assess this study on how far it constitutes comprehensive procedures and reasonable decisions and strive for what Cohen *et al.* (2011) call trustworthiness of the gathered data and research results.

The researcher ensured well-grounded links between concepts and conclusions, and evidence was drawn from the raw data (Seal, 2012), offering the possibility to draw broader “inference from those findings” (Lewis *et al.*, 2014:357). Thus, the study drew a direct link between the research questions and the instruments (see tables 3.1 and 3.2), which helps to ensure that the tools describe the concepts intended and are linked to the aims of the study.

#### **4.13 Limitations of the study**

Since this research landed itself in multiple nested case studies, it entails gathering data from individual interviews, focus groups, observations, and documentary reviews in six different districts in the Morogoro region. The main challenge was rural-urban public transport difficulties and inconsistency in terms of time and availability of buses due to deplorable roads. Yet using private transport was very expensive to manage. This problem sometimes led to unnecessary delays in meeting the goal. To solve this, the researcher alternatively travelled a day before to the respective area.

The research actors' diverse literacy levels (the majority were literate, and some were illiterate) impeded constant English language use throughout the data collection process (Lewis and Nicholls, 2014). The researcher translated some tools into a local, national language, "Kiswahili" that everyone understood and felt comfortable participating in this study.

## CHAPTER FIVE TO CHAPTER EIGHT

### Presentation and discussion of findings

#### 5.1 Introduction

This part presents the findings related to themes from the thematic analysis of the data collected from 12 nested case study schools, identifying the main themes relating to each of the four research questions chronologically. It has four chapters presenting themes arising alongside figures, tables, and quotations from particular research question responses. The quotes used in this chapter were ‘best examples of what was said precisely by research actors as their experience and issues shared during the interviews. Some quotations may contain grammatical errors that the researcher decided to leave as they keep the spoken language's authentic meaning and do not change the definition of what was said.

#### 5.2 Key themes linked to four research questions

Table 5.1 below identifies vital themes corresponding to each of the four research questions.

**Table 5.1 Key themes relating to each research question**

S/N	Research question (RQ)	Key themes
1	What is the existing overall situation in terms of indicators, types and barriers of community participation in managing public secondary schools in their ward localities?	<ul style="list-style-type: none"><li>• <i>Schools are not functioning well</i></li><li>• <i>The context of community participation;</i><ul style="list-style-type: none"><li>- <i>What constitutes community participation</i></li><li>- <i>Types of community participation</i></li><li>- <i>Community attendance</i></li></ul></li><li>• <i>Barriers to active community participation</i></li></ul>
2	What are the ways used by community members to participate in managing public secondary schools in their ward localities?	<ul style="list-style-type: none"><li>• <i>Community voice their views, ideas, and challenges in decision making through local meetings that involve them</i></li><li>• <i>Action teams for partnerships</i></li><li>• <i>The community shared the responsibility of resourcing the schools</i></li></ul>

3	What is the people's perceived understanding of the value of community participation in managing public secondary schools as expressed by different actors?	<ul style="list-style-type: none"> <li>• <i>Social cohesion</i></li> <li>• <i>Healthy communities</i></li> <li>• <i>Add resources that improve school functioning</i></li> </ul>
4	What are motivation strategies deployed by the ward-based local authorities and the school leaders to enhance active community participation in managing public schools in their ward localities?	<ul style="list-style-type: none"> <li>• <i>Support legislation in place</i></li> <li>• <i>Acknowledge and demonstrate Appreciation</i></li> <li>• <i>Showcase elements of collaborations (Exhibition and invitations)</i></li> <li>• <i>Strengthening school/family/community partnership</i></li> <li>• <i>Suggested strategic enablers:</i> <ul style="list-style-type: none"> <li>- <i>Robust democratic school governance architecture</i></li> <li>- <i>Empowerment</i></li> <li>- <i>Openness and transparency to build trust</i></li> </ul> </li> </ul>

In identifying the key themes, table 5.2 assists in keeping the data confidential; the researcher labelled research actors' names, case study schools in numbers, and abbreviations listed as per the chronological order of interviews.

**Table 5.2 Labels and abbreviations of research actors and case study schools**

Research actors	Case study school	District secondary education Officer (DSEO) as Participant
Head of school 1	1	
Chairperson of school governing board (Chairperson of SGB 1)		
Ward executive officer (WEO 1)		
Community members in a focus group interview (Community members in FGI 1)		
Head of school 2		

Chairperson of school governing board (Chairperson of SGB 2)	2	DSEO - an overseer of school 1 and 2	
Ward executive officer (WEO 2)			
Community members in a focus group interview  (Community members in FGI 2)			
Head of school 3			
Chairperson of school governing board (Chairperson of SGB 3)	3	DSEO - an overseer of school 3 and 4	
Ward executive officer (WEO 3)			
Community members in a focus group interview  (Community members in FGI 3)			
Head of school 4			
Chairperson of school governing board (Chairperson of SGB 4)	4		
Ward executive officer (WEO 4)			
Community members in a focus group interview  (Community members in FGI 4)			
Head of school 5			
Chairperson of school governing board (Chairperson of SGB 5)	5	DSEO - an overseer of school 5 and 6	
Ward executive officer (WEO 5)			
Community members in a focus group interview  (Community members in FGI 5)			
Head of school 6			
Chairperson of school governing board (Chairperson of SGB 6)			



Ward executive officer (WEO 6)	6	
Community members in a focus group interview (Community members in FGI 6)		
Head of school 7	7	
Chairperson of school governing board (Chairperson of SGB 7)		
Ward executive officer (WEO 7)		
Community members in a focus group interview (Community members in FGI 7)		
Head of school 8	8	DSEO - an overseer of school 7 and 8
Chairperson of school governing board (Chairperson of SGB 8)		
Ward executive officer (WEO 8)		
Community members in a focus group interview (Community members in FGI 8)		
Head of school 9	9	DSEO - an overseer of school 9 and 10
Chairperson of school governing board (Chairperson of SGB 9)		
Ward executive officer (WEO 9)		
Community members in a focus group interview (Community members in FGI 9)		
Head of school 10		
Chairperson of school governing board (Chairperson of SGB 10)		
Ward executive officer (WEO 10)		

Community members in a focus group interview  (Community members in FGI 10)	10	
Head of school 11	11	DSEO - an overseer of school 11 and 12
Chairperson of school governing board (Chairperson of SGB 11)		
Ward executive officer (WEO 11)		
Community members in a focus group interview  (Community members in FGI 11)		
Head of school 12	12	
Chairperson of school governing board (Chairperson of SGB 12)		
Ward executive officer (WEO 12)		
Community members in a focus group interview  (Community members in FGI 12)		

The researcher maintained the anonymity clause agreed with the research actors at the start of this study while also determining the relevancy of an issue under emerging themes in terms of similar responses.

The following chapters are organised in chronological order of the four research questions (RQs), presenting and discussing key themes emerging from the research actors' responses to each RQ:

## CHAPTER 5

### **Current overall situation (indicators, types, and barriers) of community participation in managing public secondary schools in their ward localities**

#### **5.2.1 Introduction**

Toward building up an understanding of the current overall situation of CP in managing public schools, this chapter unearths themes arising from the findings related to RQ1: *What is the existing overall situation in terms of indicators, types, and barriers of community participation in managing public secondary schools in their ward localities?* The breakdown of the actors' responses about their experiences linked to CP shows three broad themes: *Schools are not functioning well, the context of community participation (indicators, types of community participation, and community attendance), and barriers to active community participation.* These themes provide a general overview of the whole situation about the current context of schools and CP. This chapter also discusses such themes in response to the substantive, theoretical, and methodological issues mentioned in the literature review and methodology chapters. Chapter six explores methods/ways used by community members to participate in managing public secondary schools in their ward localities markedly.

#### **5.2.2 Schools are not functioning well**

Everyone feels proud when schools function well (Mncube, 2008), predominantly when schools have resources that demand the students' best academic performance. Although the inquiry began with a question that aimed to explore the overall situation of CP in school leadership, "*schools are not functioning well*" is the foremost concern of all the research actors. They affirmed community awareness of the schools' current overall situation, and of interest, they link it to "inactive

participation of local communities beside minimal and inconsistent government resources” (community member, FGI 1). From their experiences, the same observation recurred in all 55 interviews that schools equally experience the same problems:

- ***Inadequate school resources***

All research actors mentioned that schools face difficulties with the shortage of academic facilities and related school infrastructures, funds, science teachers, and their associated needs. However, the extent of this problem varies. Some resources (science-teachers, classrooms, desks, tables, and chairs) are in short supply in all case study schools as identified by most research actors, for instance, Head of School 10 and others cited in table 5.3 in Appendix Nine:

“Increased rate of students’ enrolment does not match the school capacity to keep them. It gives teachers a tough time to work in the unfriendly environment as not enough desks and classrooms” (Head of School 10).

**Photo 5. Students sitting outside due to shortage of classrooms and desks at School 6**

**Photo 5 (a)**



**Photo 5 (b)**



Source: Field data (2015)

The majority of research actors complained that the shortage of science teachers in these schools increases debate on a quality concern. It discourages communities' expectations that their children could learn all subjects without exception. For instance, one says: "I normally ask myself why we call it a school as it has many teachers for arts subjects but no teachers for science subjects all as they remain unattended" (community member, FGI 9). Having the same complaint as indicated in the statement above, including others cited in table 5.3.1 in Appendix Nine, some actors in the same context thought further about the best alternative. The alternative remains for them as parents to ensure that their children get access to fill the gaps of the missing science subjects:

"We have been struggling much to find tuition for our children to learn physics, mathematics, and chemistry. They are missing those subjects as they have only two teachers to teach 1,042 students" (Community member, FGI 1).

*Shortage of funds* leads to incomplete construction of classrooms and laboratories, failure to purchase necessary textbooks, and incentives for teachers. Most research actors report that "it

emanates from the financial crisis”. Table 5.3 has some other quotes: “Fifteen students share one textbook. Unluckily, they have not completed laboratories” (community member, FGI 7). Likewise, one head of school describes the reality: “This year, until July, I have received school fees from only 20 out of 192 parents and the first quarter of government capitation fund that I expected to receive in April, was delayed until June” (Head of School 3). This assertion implies active participation of communities could be vital to resolve this situation (see additional quotes in Appendix Nine, table 5.3.1).

Three heads of schools describe inconsistent sources of funding related to the fact that funding streams and cycles require aligning. One actor confirmed: “sometimes, teachers fail to teach students due to lack of chalks” (community member, FGI 7). Head of School 5 says: “often, I use my fund from my pockets to solve school problems such as chalks, red pens for marking exams, return fare to the regional office, and more others”.

Most research actors identified resources that are entirely missing. Head of School 12 reports: “we have hostels that accommodate 112 only out of 612 students”. However, one actor in FGI 12 emphasised: “We need more hostel rooms for our children since our area is very mountainous, and most students walk a very long distance to and from school”. Alongside this observation, most actors describe the worst situation in most schools, as shown in Appendix Nine, table 5.3.2.

Although ICT is among the compulsory subjects that each student must learn, one DSEO said: “Our classroom curriculum includes ICT that aimed to equip each student with computer knowledge” (DSEO – an overseer of Schools 7 and 8). Most actors confirmed that most schools do not have computers, a computer room, and professional teachers. For instance, community member FGI 8 describes: “I ask myself if at all we are serious, the school does not have even one computer, ICT teacher

for our children to learn in practice. Yet, the government used to bring ICT exam papers”. In table 5.3.2 cited in Appendix Nine, others elucidate this in other similar settings.

The DSEO – an overseer of Schools 3 and 4, said: “Our students learn and practice physical education and sports as part of extra-curricular subjects and activities in each school, I can confirm, no problem in that”. However, this assertion contradicts the report from some community members in FG 3 and WEO 3 who stated: “We like our children to get physical education training. Nonetheless, the problem is that school has no playground even professional teachers of physical education and sports”. Similarly, Head of School 4 states: “If we could have playgrounds, at least we could let students attend physical education and sports after class hours”. However, students’ indiscipline is a common problem mentioned in all 55 interviews, as detailed below.

- ***Students’ indiscipline***

All research actors, without exception, identified students’ truancy and their physical quarrelling with teachers as a typical case in all schools. One community member in FGI 8 says: “Many students engage themselves in a sexual relationship. Some get into early marriage despite being very young, about 14-15 years old”. WEO 1 reports: “Others escape from school during class hours they come into the community households” while a community member in FGI 7 utters: “In this district, there is a problem of high students’ truancy by 45% of all students at our school”. Some had a more pressing concern about the increasing student pregnancy cases as it increases the number of female students dropping out of schools. “Example, we had seven girls caught pregnant in 2012, 14 in 2013 and 17 in 2014” (community member, FGI 1). As presented in table 5.4 cited in Appendix Nine, some research actors assert that this situation makes some girls undergo feeble attempts.

Nevertheless, most research actors emphasised that “unfriendly students’ learning-environments for students and their teachers largely demotivates students, eventually paved the way for students to find something else to console them” (Head of School 1). Table 5.4 in Appendix Nine provides additional quotes on students’ indiscipline in -schools) while one articulates:

“During class hours, often at 9.00 am, we see some students wandering in the local street corridors. For example, in the Chamwino-Majichumvi area and nearby areas, often see many female and male students just sitting there for nothing. When I asked them, they replied, this is a physics session, no one to teach us; another student added, I have mathematics session now but no one to teach us. If we could have a library, we could go there, if we could have a laboratory maybe I could go there. So, let us get rest here” (community member, FGI 1).

However, reflecting the assertion above, where no immediate attention is set to improve school resources, students who often misbehave against their teachers even in the classrooms will continue (Kamugisha, 2017). One cites evidence during the interview: “When we ask students why sometimes they abuse their teachers, dress improperly and delay to go to school, they shout that they need physics, chemistry and mathematics teachers, library and laboratories for them to learn properly” (community member, FGI 8). Some teachers force them to attend the arts subjects classes, despite some were not interested.

- ***Impoverished students’ academic performance***

Most research actors describe these schools as increasingly experiencing poor students’ academic performance. Head of School 1 explains: “our examination results are not impressing since we have resource problems which make unfriendly teaching-learning environment”. Some mention “students’ *mass failure*” when referring to the significant number of students who failed their final national examinations. “Such students’ mass failure destroys the future of our children if we continue sending them there”, says community member FGI 7 (see Appendix Nine, table 5.5, for additional quotes). The actors argued that as the number of students who fail their national examinations in



each year increases, the more quality concerns about these schools become highly debatable because the students are missing out on opportunities to achieve their dream of a bright future. “This situation lessens the schools' quality” (DSEO – an overseer of Schools 3 and 4).

Importantly, when research actors were asked where they seek assistance to solve the problems facing the schools, most actors mentioned communities in the school vicinity and the government. One community member in FG 10 states: “our leaders together with the head of the school have been asking us to contribute our resources anyhow upon one’s capacity to act together to improve the schools”, while the Head of School 6 put it:

“There is no way this type of school can prosper without effective support from the local communities and government provisions. That is where school endurance relies on” (Head of School 6).

Interestingly, all actors revealed their positive mindset that as communities built the schools using their resources (Kambuga, 2013), they believe local communities can use the same strategy to clear problems and improve the schools (Hornby *et al.*, 2011).

However, Morse (2012) argues that although communities living near the schools may be aware of the problems facing the schools, their awareness by itself does not guarantee their active participation. Significantly, active CP depends on whether the context and opportunity set by the school and the government encourage them in clearing school problems (Epstein and Voorhis, 2010).

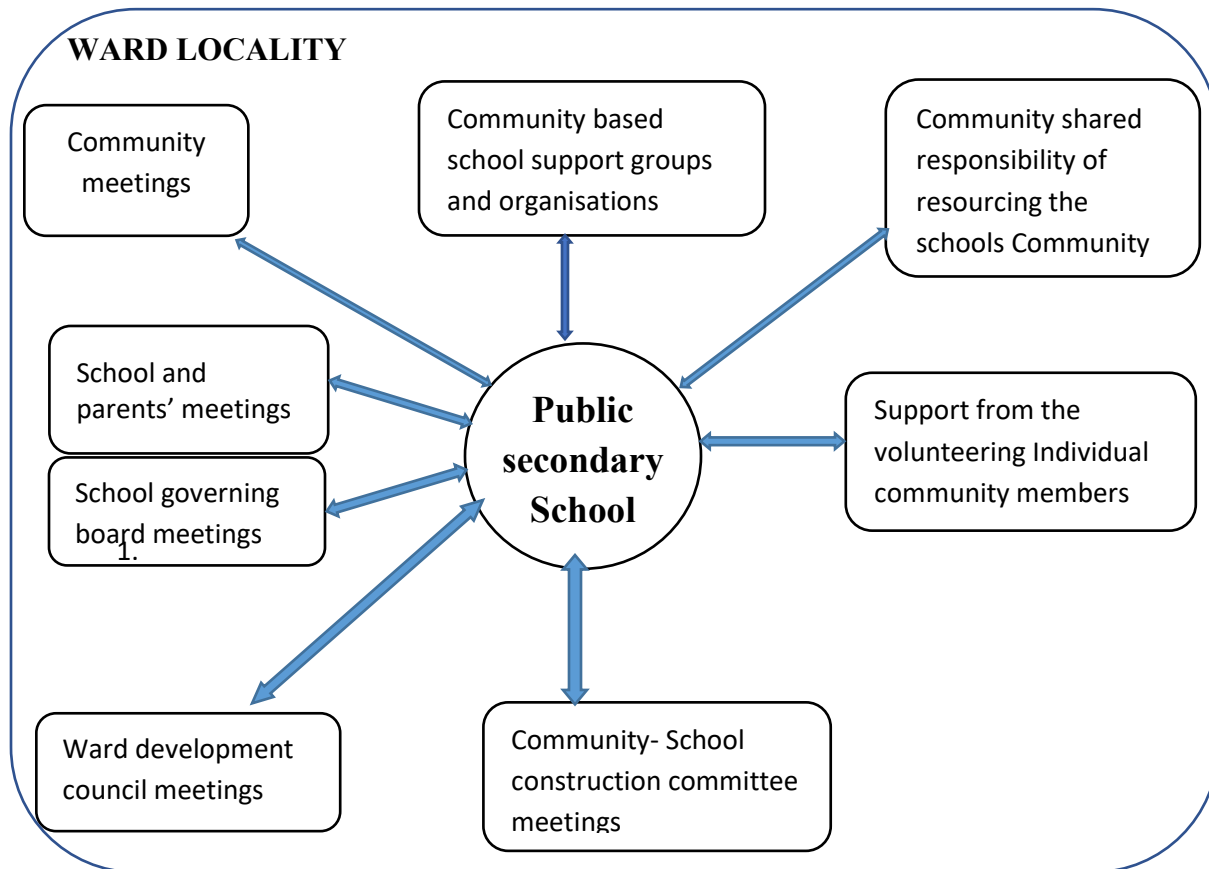
### 5.2.3 The context of community participation

Responses from the research actors in all 55 interviews and findings from participant observations on the context of CP in managing the schools have revealed themes of *what constitutes CP*, *types of CP*, and *community attendance*.

- ***What constitutes community participation***

All 55 interview responses and participant observations reveal that CP constitutes common indicators |(voluntary community-based school support groups, organisations, individuals, and government) that prove its existence in managing public schools (see figure 5.1). Of importance, they must be linked to each other (Epstein and Voorhis, 2010).

**Figure 5. Indicators of the existence of community participation**



Source: Field data (2015)

Most research actors reported that CP is not a new subject to them. One in FGI 2 put it explicitly: “When we were building that school, we had the same thing we have today, such as community meetings and WDC meetings. We had community-school construction committee (CSCC) works after the WDC meetings”. In this setting, “some issues end at the school governing board meetings while more others at the school meeting with parents” says WEO 4. In contrast, DSEO – an overseer of Schools 11 and 12, states: “Our schools used to receive some supports from volunteering community, support groups, and organisations, and we need them.” This research evidence unveils the most recurring indicators that constitute CP, encompassing regular community meetings, school-parent meetings, and SGB meetings. Also, WDC meetings and CSCC meetings”.

Some research actors emphasise that the existence of ‘community shared responsibility of resourcing the schools reveals not only the continued participation of communities in developing the schools but also its survival largely depends on their inputs:

“We are sharing the little we have; to make the school alive since the government alone can’t do manage to do everything in managing these schools” (community member, FGI 6).

Despite the existence of such indicators, most research actors describe that schools still do not function well due to inactive CP. However, this finding contradicts the research work of Barnes *et al.* (2007) in line with Chapel (1997), who made a common observation that where the wider communities, including parents of students, equally have access and voice through the indicators set to manage the schools. Nevertheless, the active participation of communities depends on the type of participation put in place.

Hence, the following section describes three different typologies that characterise the nature of CP in many public WBSS in Tanzania;

- ***Types of community participation***

Most research actors identified three types of CP that concur with what McLeay (2009) describes Pretty (1995) equally identifies as *consultative*, *interactive*, and *passive* participation. Although the mainly latter overrides the rest, they all largely illuminate the context of CP in managing the schools:

***Community participation by ‘consultation’:*** Most research actors report that communities usually participate in managing school matters only when their LGAs consulted them. This approach happened when schools and LGAs have no alternative other than consulting community members as partners to implement school development projects by using community resources. Alongside other research actors’ statements (as presented in Appendix Nine, table 4.6), one says:

“Our local leaders **consult** (emphasis HHK) and fully engage us only when they highly need our contributions in terms of resources to develop the school” (community member, FGI 5).

Head of School 12 elucidates: “When we consult community members, they help us. For instance, we have completed two teachers' houses using resources that we collect from them plus very little from the government. Currently, we are building three rooms of laboratories”. Community member FGI 1 confirms: “When consulted Tanzania Social Action Fund (TASAF) and Tanzania Tobacco Processing Industry Limited (TTPL) accepted. They built four classrooms in 2014 and one classroom in this year 2015”. All research actors agree that heads of school and LGAs often use letters, local radio, and meetings to consult leaders of community-based school support groups, organisations, and the majority of community members. One head of school states:

“Our ward counsellor and I wrote the prison head in our ward a letter asking his help for the prisoners to take part in building our school laboratories. He accepted, and we received some prisoners to help us build classrooms and the continuing project of constructing three laboratory rooms” (Head of School 5).

Some in the FGIs put it succinctly: “Often they use announcements through loudspeakers in streets and the local meetings to consult us”, says community member, FGI 7. However, another actor articulates: “After I read the placard at the WEO’s notice board, I volunteered to teach Form 1 ‘mathematics’ for five months before I joined the university for my further education” (community member, FGI 10).

***‘Interactive’ community participation:*** This approach works more with parents of students, and it features predominantly in school meetings, routine communication, and **interactions** (emphasis HHK) between teachers and parents. Most actors describe that in those meetings, parents of students interact and agree with teachers on various student matters such as parenting, communicating, volunteering, learning at home, and decision-making. These are related to facilitating students’ basic social and academic needs, managing students’ discipline, and improving teaching-learning settings for students’ successful academic achievement. One emphasises: “As per the bureaucracy, it is easy for us to directly communicate with parents or guardian of students and share school issues that demand the attention of both” (Chairperson of SGB10). In some instances, research actors report that few individuals who are not parents of students also attend school meetings:

“When teachers conduct meetings with parents of students, sometimes I used to see some community members despite they don’t have any child in this school. They join volunteers sharing the discussion and pledges” (community member, FGI 4).

In conjunction with the contention above, another agrees: “I used to join my neighbour to go there, and I sometimes talk my thoughts. Teachers often reply to me the same as they do to parents when teachers and parents are discussing their things” (community member, FGI 11).

***‘Passive’ community participation:*** Findings from most actors' responses show that community members implement instructions trickled-down from the top authorities at the grassroots level. This ‘top-down approach’ overrides their freedom of sharing decision-making and initiatives, although this reality contradicts responses from some LGAs. Throughout this research, actors from the LGAs maintain they often sit with community members to discuss school development matters demanding their attention. One of the LGAs says: “Normally we inform the community, share ideas until we come up with a solution to solve what the school needs from us” (WEO 2). Likewise, his colleague states: “In the nine years of my leadership here, my office has never done anything about developing that school without sharing opinions with community members” (WEO 9). Other actors from the LGAs cited in table 4.6 describe this theme in detail, though contrary to that described by community members in FGIs.

Conversely, most FGIs confirmed that local communities often implement the instructions enforced by the LGAs and some schools. Finally, “in our community meetings, our ward leaders make us very **passive** (emphasis HHK) as they only instruct us that each must contribute in terms of money or labour and building materials”. Moreover, one in FGI 3 emphasises: “I wish they should change their style to make us part of them when making decisions rather than making us only implement what they decide”. Another actor (cited in Appendix Nine, table 4.6) explicitly reminds: “LGAs not to underestimate community voice in school decisions”.

Generally, actors all described typologies of CP in the context of a bureaucratic arrangement that seems unfriendly to the community members to exercise a collective power of developing their initiatives aimed to improve the schools (Yamashita and Williams, 2002). However, a realistic decentralisation policy by devolution of power must be a necessary practice to guarantee their freedom (Yamashita and Williams, 2002). Notably, most actors insisted local people must have

the collective power to share initiatives, interests, responsibilities, and control over resources; it guarantees sustainable public schools improvement (Bray, 2003).

This study unveiled the readiness of most community members to participate in managing the schools. Unfortunately, this ‘top-down control marks a turning point to a completely inactive CP (Barnes *et al.*, 2007) as most actors described. Hence, it encourages passive community participation only when local leaders consult them as per the school’s demands. This setting corresponds with the work of Arnstein (1969) that her *ladder of participation* model as it places this approach at the *manipulation level* where communities have no power and freedom to practice their initiatives. This context establishes a turning point of this study to explore community attendance.

- ***Community attendance***

The analysis of interview responses all shows excellent community attendance during the establishment of public WBSSs. Most research actors acknowledged that local communities experienced a truly devolved power (Chiwela, 2010) to the extent of attending and sharing control over school construction initiatives (Hodgson *et al.*, 2010), decisions, and resources. They were proud of this role in return for what Oakley (1995:5) calls “some perceived expected benefits”. The more their interaction increased in building the schools, the more **community attendance** increased under the policy context, and all responsible parties viewed one another as partners in education (Miller, 2018c). However, when responding to the question about the current overall situation of CP, all actors confirmed that their participation in managing public WBSSs remains unrealistic. Most research actors (see Appendix Nine, table 5.7) describe their experience alongside one who put it very explicitly:

“As students’ enrolment expands in each year, that school needs our routine attention to improve it. Currently, using our resources, we are building three classrooms and one laboratory” (community member, FGI 12).

Although very few research actors confirm their attendance through their representatives in the SGBs, most FGIs report their awareness of the existing SGBs that represent the community in the school setting. “I am not sure, but they tell us that we have some people from among us who represent us in the SGB’s meetings”, says community member FGI 10. Alongside more evidence in Table 4.7, one argues: “I don’t know in detail, I hear that the SGB has our representatives” (community member, FGI 2).

Nevertheless, interview responses all divulge that active community participation ended while establishing public WBSSs, and low community attendance appears a recurring theme explicitly drawn from the findings.

***Low community attendance:*** Findings from the most frequent responses and participant observations reveal low attendance of local people to engage themselves in managing the schools. Some actors in table 4.7 describe a dreadful situation, alongside one who says: “There is no cooperation between the school and us. That’s why the school has many unsolved problems” (Community member, FGI 9). Addressing the same situation, the Chairperson of SGB 1 confirms: “only 10% of the wider community participation in managing school academic and discipline matters. So, their attendance remains very low”. This context informed the essence of “teachers’ complain about increased students’ truancy, pregnancy cases and academic failure” (Community member, FGI 4).

Likewise, one in FGI 2 admits: “very few local community members participate fully in managing this school. Unfortunately, even parents of students are not cooperative enough”. Most research actors confirm that ‘negative attitude’ between community members and their LGAs leads to low



community attendance and support in parenting, communicating, volunteering, ensuring students' learning at home and school. "They don't give feedback to teachers about the academic report that they receive from school", says Head of School 10. "The majority often ignore attending our meetings. For example, only 13 out of 190 invited community members attended our recent general meeting this year without any apology" (Head of School 5). One in FGI 6 reports his shock that: "Our WEO reported that only 23 out of 2,992 community members attended our recent community meetings". Table 4.7, row 3 in Appendix Nine cites more quotes from the actors.

In the FGIs, some used terms such as 'force', 'disturb', 'jail', and 'case' when describing an impetus for their high attendance: "In this setting, our leaders sometimes use force and penalties at least to maximise community attendance" (community member, FGI 8). However, another one argues: "When they force us, some implement what we agreed to assist the school but in fear of further chaos and jail" (community member FGI 3). The situation remains worse when actors (as cited in table 4.7, row 3) confirm that they have never participated in anything related to managing the schools. One in FGI 5 says: "I refrained myself from participating in managing that school matters, though they continued disturbing me".

This chapter has developed a further understanding of community attendance's complexity in managing the schools and back-up interview responses, as discussed in chapter three. The researcher observed and recorded their attendance, including the frequency of voicing their views in the school meetings that included other community members, as shown in table 5.8.

**Table 5.8 Findings from the observed school meetings with community**

Date	School	Community attendance		Community voice (f)	
		Parents (P)	Non-Parents (NP)	P	NP
16/7/2015	2	86/474	6/3671	27	4
25/7/2015	1	191/1042	18/6302	70	07
17/8/2015	8	153/264	02/9432	75	10
20/8/2015	4	122/448	14/8327	75	10
25/8/2015	5	16/190	01/9160	15	01
28/8/2015	10	323/832	22/8762	80	45
01/9/2015	11	152/367	13/6473	26	11

Source: Field data (2015) – P – parents of students, NP - other community members, F – frequency, CP – community participation

Data in table 5.8 above reveals that although other community members rarely attend the meetings, they were very active, similar to parents of students, voicing their thoughts and challenges. Interestingly, each meeting chairperson gave equal time to each of the research actors to speak. Coincidentally, four days after participant observation of the meetings at School 1, the researcher witnessed that only the same nine community members participated fully in building two extra classrooms. At School 8, only the same 13 participated in building additional toilet chambers for students and teachers.

***Low attendance of SGB members:*** Most research actors describe the SGB as a supreme authority that approves school development matters. Conversely, such actors express their shock over irregular practices related to most SGB’ members’ unrealistic commitment. Alongside additional quotes cited in table 4.9 (Appendix Nine), the Chairperson of SGB 12 reports: “Low board members’ attendance in the SGB meetings in the previous three years as they prioritise more their personal matters”. Nevertheless, the current head of the same school states:

“I am seriously displeased with **extremely low attendance** (emphasis HHK) of the school governing board members. This setting happens when their meeting allowance delays despite being made aware of the school financial crisis. Often, I end up sitting with only five out of 12 board members” (Head of School 12).

The frequency of voicing their views to back up interview findings are shown in Table 4.9

**Table 5.9 Findings from the observed meetings of the school governing boards**

Date	Ward	School	Attendance		Community voice (f)	
			PR	CR	PR	CR
30/9/2015	Morogoro District	School 2	00/01	05/08	0	11
30/4/2015	Gairo District	School 8	00/01	04/07	0	16
27/8/2015	Kilombero District	School 10	01/01	06/09	12	13
01/9/2015	Ulanga District	School 11	01/01	05/07	11	9

Source: Field data (2015) – PR - *parents’ representative*, CR - *community representatives*, F - *frequency*, CP – *community participation*

Data in table 4.9 above reveals low attendance of the community representatives, including parents of students. Unfortunately, while some were voicing their views during the meetings, others were not serious about the meeting as they were busy with their mobile phones, frequently moving in and out of the venue. Notably, the chairperson of the meetings allowed each participant to voice their views, and those few active research actors appropriately utilised the given opportunity. However, achieving high community attendance becomes a daydream when forcing them to override their consent to participate (Cunningham, 2003).

Nevertheless, in this context, it becomes worse where LGAs, instead of rectifying the problem, they keep enforcing the same unfriendly system (Glassman *et al.*, 2007) regardless of the increased debates on the education quality concern in these schools. Researchers (Kaufman and Alfonso,

1997) contend that where the system does not offer a realistic devolved power to the grassroots, it becomes challenging to reach pre-determined objectives of utilising CP fully as a means (Bhatnagar, 1992). Generally, the issue of *low community attendance* drew the researcher's attention to explore 'barriers' that limit the activeness of CP in managing the schools.

#### **5.2.4 Barriers to active community participation**

Findings unearth barriers that McGivney (1993) categorises them as dispositional, situational, and institutional (Baryana, 2013) as they impede local communities' active participation in managing public schools. This chapter presents and discusses such barriers, and related issues on how possible to clear them are carried forward to the recommendations in chapter nine.

- ***Dispositional barrier***

Research actors explained that negative perceptions and attitudes, inferior knowledge of the value of education, and unmet expectations predominantly impede the community's active participation.

***Negative perception:*** Notwithstanding some actors acknowledging that the schools cannot prosper without the active participation of communities as the schools largely depend on their input, most have negative feelings about their participation in managing the schools. They consider this role an obligation of parents of students and the government since they believe that the wider community's compulsory participation without exception ended at establishing the schools. However, for other community members, volunteering remains a personal interest (see quotes in Appendix Nine, table 5.11):

When probed about CP in monitoring students' discipline, especially when students are outside the school campus, very few confirmed their participation: "When I see a student misbehaving, sometimes I report to teachers" (community member, FGI 9). Nevertheless, the majority maintained

a negative perception (see additional quotes in Table 5.11 in Appendix Nine): “It is not possible to manage the discipline of someone’s child while I do not have mine at that school and for whose benefit after all?” (community member, FGI 12).

However, some argue that lack of invitation from the school (as teachers do to parents of students) confirms that parents are more concerned with the school than other community members. This scenario validates their negative perception of the interaction between their (sense of) self-concept and the value of their participation. “Teachers are not inviting me simply because I don’t have my children there. So why should I force it?” (community member FGI 10). At the same time, one in FGI 7 argues: “I see it as a problem since teachers give more priority to parents of students than the wider community that’s why I have never received an invitation from them” (see additional quotes in Table 5.11 in Appendix Nine). One research actor describes a divided community as a significant challenge to harmonise and mobilise toward resourcing the schools; “some who currently have children at school contribute a lot, but those who do not have their children in that school refuse to contribute” (WEO 10).

The quote above tallies with Baryana (2013), who report that a reluctance to participate emanates from their lack of a sense of self-efficacy. Most community members lack appropriate sensitisation, as the majority insisted. They need effective community mobilisation despite some linking such negative perception to a community's claim of having insufficient knowledge of the value of education (Hornby *et al.*, 2011). This scenario only makes sense when it goes alongside the local community's effective capacity building to have a positive mindset and build teamwork spirit. Miller (2018c) makes it explicit that schools rely heavily upon a range of internal and external partners/partnerships to be successful.

***Poor knowledge of the value of education:*** The analysis of interview responses shows that the research actors offer a set of debated circumstances that reveal why ‘low knowledge of the value of education remains a factor leading to low community morale to engage themselves in managing the schools.

Some research actors use terms such as ‘cooperation’, ‘commitment’, and ‘overreaction’ when debating this recurring theme of poor knowledge relating to all community members. “Frankly speaking, we do not have cooperation with each other” (community member, FGI 1), while one in FGI 8 argues: “We see our leaders and teachers are not giving us cooperation, yet, they complain the same against us”. Table 5.11 in Appendix Nine cites additional quotes on this complex situation. In some cases, actors describe some community members having excessive low knowledge of the value of education when without genuine reasons, they are not committed to cooperating well with each other among themselves, teachers, and local leaders:

“Although some community members are free from paying school fees and any related contributions due to their extreme poverty live, surprisingly, they have never attended any school-related community meeting and physical activities. When we ask them the reason, often they tell us ‘they don’t have time’” (WEO 7).

In line with the argument above, some explain more issues related to personal attacks on the people who join parents’ effort in shaping students to have desirable behaviour and focus on their studies for their future. WEO 4 states: “Some parents tend to overreact badly against community members who report their children’ misconduct to teachers”. In this setting, one cites a typical instance; “Several times we see some students engaging in sexual activity at the bush located nearby my household. But I cannot continue reporting them to teachers because when I reported some cases to teachers, some parents threatened to kill me if their children will be dismissed from school” (community member, FGI 9).

The majority of research actors describe instances that are beyond teachers' expectations and their level of tolerance. They react against parents of students who confront teachers who punish misbehaving students. "I hate parents who sometimes quarrel with our teachers with abusive language at school even when teachers appropriately punish misbehaving students as per the given government guide" (Chairperson of SGB 6).

And violence:

"I witnessed a parent comes with her child at school just to fight with a teacher who punished the child due to truancy. Some sexual actions at the school campus, drinking alcohol whilst in the classroom, use abusive language to teachers in front of fellow students. People of this type don't know the value of education to their children as they have a 'very low sense of self' (Head of School 5).

Also, through participant observation of the school meetings with the community, especially parents, the researcher witnessed some teachers reporting the recent violent incidences they faced from some parents. Head of school 9 confirms: "Three parents used to come here at different times using abusive language and threats to harm us once we dare again to punish their children because of their misbehaviour".

However, the issue that communities lack knowledge of the value of education seems an ambiguous case as the same local people built the schools using their initiative and resources as they know its outcomes. Of importance, albeit with their low attendance, the same communities have continued facilitating the schools' essential resources as described by all the actors. Critically, it may be inappropriate to consider community members are not cooperative with schools and LGAs because they lack knowledge of the value of education. This setting corresponds with De Souza (2008) and Stone (2001), who agree that though undoubtedly there may be very few who have insufficient knowledge of the value of education, it appears invalid to generalise this matter

to the whole community, which is mainly heterogeneous. Bray (2003) argue that some community members have confidence in the value of schools-community partnership, although the majority, without reason, refrain from it.

***Unmet community expectations:*** Often, people quickly lose hope or give up when they experience extremely negative returns from what they invested (resources and loyalty) for what they expected (Hill and Jones, 2012). This situation is worse when they do not see a way out (Machumu, 2011). In this study, the recurring themes of ‘community lost hope’ and ‘irregularities’ are among other deterrents to effective CP. “No one can invest his or her resource in something without expecting good from it,” says community member FGI 6. However, the chairperson at SGB 7 acknowledges: “If consistency could be maintained without any irregularity, aaaah we could easily achieve all that people expected from this school”.

The majority of research actors pinpoint increased student failure in their final national examinations makes the ***community lose hope*** of their expected socio-economic returns from investing their resources in those schools. One appraises: “We are completely discouraged from investing for nothing” (community member, FGI 5). This context, without doubt, intensifies the negative attitude of local people to participate effectively in managing the schools (see additional quote in Appendix Nine, Table 5.11 ). “I don’t know that school is there for what, since both my two children last year got zero, so they have missed up their future and me too” (community member, FGI 1).

When the local community witnesses three-quarters of the students, all fail exams discourage them (Epstein and Voorhis, 2010). This situation coincides with HakiElimu (2013) argument that most community members refrain from participating in managing schools when they confirm zero gain



from what they invest in schools for their children. Some (as cited in Table 5.11 in Appendix Eight) consider it as wasting their efforts:

“We expected the school will produce many elites but nothing. Since it started as enrolment expands, students’ mass failure increases, what are we doing then? Even if I participate, I can’t change the situation” (community member, FGI 10).

When trying to neutralise the issue of poor school academic results, the chairperson of SGB 7 gave a paradoxical statement: “This school is not doing worse and is not performing well as expected”. Nevertheless, he admits: “Most of our students who failed certificate of secondary education examinations (CSEE) level are just roaming around in streets as have nowhere to go”. This situation disappoints many local people. On this basis, “they are no longer participating in managing the school,” says WEO 5, while one concludes:

“I cannot continue being like a candle lighting other while killing myself as we are crying from the increased poverty in our households since our children have no skill for life but end up getting full zero. We better look at other alternatives of life to restore our money” (community member, FGI 3).

In response to this finding, Kamugisha (2017) argues that when students’ academic results seem contrary to the local community's expectations, demoralise them. Therefore, this put them off future participation. Head of School 6 deduces that: “the community is our main stakeholder responsible for improving this school, but most of them are not committed to helping us even when are forced in some cases”. In response to this argument, most research actors draw on *Disappointment* as it intensifies negative community feelings toward the schools.

***Disappointment:*** DSEO – an overseer of Schools 9 and 10, admits: “According to the guide, the government declared to remit 25,000 TZS (£10) for each student annually in our schools countrywide. Unfortunately, things have not gone as expected”. In contrast, his colleague – an overseer of Schools

3 and 4, concedes: “Community role was to start the buildings, and the government had to finalise everything, but without engaging community nothing can go”. Although LGAs urge communities to cooperate fully in developing schools, interview responses show that most community members are hesitant since the government does not implement its earlier agreed promises (see additional quote cited in Table 5.11) in Appendix Nine – disappointment segment):

“This is a government school. Once our government could fulfil the agreement we had at the beginning of this project, we could share the little we have as we did earlier to offer maximum cooperation. Nonetheless, why should I suffer whilst the government is sleeping? No way” (community member, FGI 4).

All research actors admit that having local public WBSS enabled most previous underserved societies' families to access secondary education, as reflected in the reviewed literature (Glassman *et al.*, 2007). Analysis of interview responses reveals that most research actors describe dispositional barriers that have mainly increased community reluctance due to their escalated negativity (Wedgwood, 2005) toward the school. However, grounds for low community intrinsic motivation depend on the ‘situation’ where community members belong.

- ***Situational barrier***

This barrier rests on communities’ low socio-economic income versus the time they spend on household activities and their participation in managing the schools (Bray, 2003).

***Low household socio-economic income:*** This ponders themes of poverty in terms of ‘*low income*’ and ‘*lack of time*’. Most interview responses frequently unveil that these themes limit local people's freedom and opportunity to participate fully in managing the schools (World Bank, 2015). This setting matches the work of Glassman *et al.* (2007), who describes that the majority of people in Africa have low socio-economic income that largely depends on hand-to-mouth small-scale

subsistence economic activities. Following Sergiovanni's (1994) observation, as income level differs across individuals in the community, we cannot generalise that the whole community has a low income but sensitising them matters to support school development.

Although DSEO – overseer of Schools 1 and 2, believes: “the majority have a good income from their petty trades, the farm produces and salaries to support school improvement”, Chairperson of SGB 2 confirms the reality that “since they have meagre income and many use it to feed their extended families. Sometimes, we become patient when they delay, or few fail to contribute to the development of this school”. WEO 1 acknowledges: “My people have the meagre income to manage all school needs”. On the other hand, the majority illustrates (see additional quotes in Appendix Nine, table 5.11 – situation barrier row):

“I know, we agreed each parent provide 5kgs of rice, 2kgs beans and 5000 TZS (£2) per term, but what can I give if I ended getting very poor harvests which are not enough to feed my huge family and my parents, what can I give to school then?” (community member, FGI 12).

This setting limits time and reduces the attention of community members to solve school problems. However, in a real sense, regardless of their low socio-economic income, they managed to use part of their income to build the schools until they started functioning and could do likewise in managing school development. Few research actors describe that their low income pushes them to spend more time attending various household socio-economic activities toward raising family income than school development issues. Nevertheless, “they use their small gains to contribute to the schools’ development” (Community member, FGI 4). Where communities are tied together for resource-sharing arrangements, researchers (Sergiovanni and Creese in Lumby and Foskett, 1999) agree, the little from each community member becomes big enough to develop the schools in their

areas of jurisdiction. However, it is impossible to realise community input without unleashing these communities' potential (Geddes, 1997).

***Lack of time:*** Few research actors admit that they *lack time* to frequently engage themselves physically in managing various matters related to school' needs; instead, an everyday struggle for their families' survival takes up most of their time. For instance, one argues: "I do not have time to participate there physically since I am busy to get what I can feed my family" (community member, FGI 3). Another argues: "As life tights me, I spend more than six months in a year in fishing activities without coming back home, but at least I volunteer few minutes when I get the opportunity" (community member, FGI 11). However, the chairperson of SGB 10 clearly states: "When they achieve very poor harvests directly, it affects the rate of their participation in managing this school". This finding remains similar to the work of Bray *et al.* (2007) and Bray (2003) as well as Gibson and Graff (1992), who report that communities are occupied by their multifarious routine commitments in their families' micro-economies and spending time with their families. However, interview analysis reveals that the inappropriate timing of local meetings and community resources contributions largely deter large community turnout rather than the emphasised lack of time. Similarly, Pass (1999) reported low community attendances because of the unconsidered availability of most community members.

***Contributions in demand are higher than the capacity of community members to manage:*** Importantly, the breakdown of interview responses shows that for communities, despite being ready to contribute their resources for school development, inconsistent demand for contributions disappoints them. Also, contradicting instructions from different government leaders and school authorities at a concise time limit often demoralises them. When this happens, "some often stop giving anything demanded" (community member, FGI 9), though "when they contribute as per the need to a certain extent, improve the schools" (Head of School 2). This circumstance concurs with

HakiElimu (2013), who, likewise, argues that this makes them remarkably diffident that even if they all share the little, they have it would not suffice to clear school needs.

In this research, few community members feel embarrassed when local leaders and teachers ask them to give other contributions immediately after paying previous contributions (Cunningham, 2003). Reflecting on his low income, one in FGI 6 describes: “Sometimes we feel to give something for that school. Nevertheless, before we do it, we hear new demands, and we cannot manage them all at the same time. Normally, this situation makes us decide not to offer anything”. While another one articulates her direct experience: “I decided to stop engaging myself there as they are not fair. We have volunteered to teach mathematics Form 2 class at that school without demanding any remuneration. Surprisingly, they still ask us to contribute money or bricks” (community member, FGI 11).

These findings coincide with the work of McGivney (1993) in Baryana (2013) that erratic requests for the local community contributions for developing the schools contradict their resource capacity heterogeneity. On the contrary, Parry *et al.* (2014) in line with Miller-Grandvaux and Yoder (2002), establish that having a clear and shared resource plan, timeline, and delivery pathways guarantee effective collaboration (Bhatnagar, 1992) and no room for discrepancies leading to non-participation.

Reflecting all responses above, the activeness of CP, however, is contingent upon the responsiveness of the existing system related to an institution that also has limitations, as the following sub-section unveils.

- ***Institutional barrier***

During the interviews, it became explicit that an unresponsive system to active CP responded to a set of inconsistent power relation circumstances. Findings from the breakdown of responses

disinter all barriers identified in the reviewed literature for this inquiry, besides many other recurring themes of *ambiguity and bureaucracy, placement and power relation, and internal contradictions* across all studied cases.

***Ambiguity and bureaucracy:*** Despite the researcher did not ask research actors directly about bureaucracy; they chose to draw upon ambiguous bureaucratic arrangements that are proven unfriendly to motivate the participation of community members. “Since local people are ours, we encourage them to work hand in hand with the school leaders,” says WEO 12. However, most research actors confirm contrariwise that LGAs have expanded the communication gap between the school and the wider community. Head of School 9 makes it explicit: “We don’t have direct access to communicate with the whole community despite we highly need their support, we end up getting parents of students”. Referring to this, one says:

“Sometimes a year ends without having any community meeting though the school needs our immediate attention to clear its problems. Unfortunately, teachers have no power to directly call the whole community to attend the school meetings” (community member, FGI 6).

The assertion above implies that most actors’ responses rest on the ambiguous bureaucratic communication link between the schools and the local community. It needs immediate attention for sustainable leadership and school improvement as schools/school leaders cannot operate in silos (Miller, 2016) to provide students with a unique learning experience. Schools must operate in networked and other learning local communities to bring benefits to a school (Miller, 2018c). Conversely, in this study, the situation is worse. For instance, head of school 3 discloses his shock: “I don’t understand this useless bureaucracy, they limit our direct access to the community, but I have reported school problems several times at the WDC meetings. Yet they treat them politically, nothing done. If they could allow us to talk about school problems to the community directly, I am sure we could get them all”. This situation, as described by some actors, emanates from a lack of clarity and PTMM that

designates the inclusion of the whole community in the policies and procedures within the school. For example, one articulates: “The problem, we don’t have any well-structured mechanism to guarantee widen participation to including local communities on top of the traditional parental engagement in managing this school” (community member, FGI 11) (see additional quotes in Appendix Eight, table 5.11 – institutional barrier row).

During participant observation, it was discovered that the school organisation structure did not feature enhanced CP, and schools also have the *undemocratic composition of SGBs*. Nevertheless, this setting emphasised only parental engagement and considering the broader local CP through SGBs. In the SGB meetings, despite WEO and WEC being LGAs, the chairperson of SBG 10 reports: “They attend as representatives of the local community in their areas of jurisdiction”. Echoing voices of many of his fellows across studied cases all, one stresses: “We have never voted anyone to be our rep in the school board, and we don’t have the power to force it. That’s how they set it in the way they feel it suits them” (community member, FGI 11). This assertion is contrary to the emphasis that schools must have common ground with an open-system structure model (Giddens, 1984) under the ‘*contingent approach*’ of school leadership (Bush, 2011; Scott, 1987). In the context of the broader framework of this study, education researchers advocate that this setting enables schools to function under transformational school leaders through a realistic open-door policy (Hoy and Miskel, 2008). Hence, communities and other responsible parties all equally share resources (Galabawa, 2001) and feedback as school product consumers (Ranson, 2011).

The issue of CP and liaison with representative bodies is primarily debatable as it is entirely ambiguous. Some are incredibly confident that SGBs represent community voice. “They fully participate through their reps in each school board, and I don’t have a problem with that” underscores DSEO – overseer of Schools 3 and 4. On the other hand, the overseer of Schools 11 and 12 satisfies

himself: “We have ensured a big number of community representatives in the SGBs. In that, we have alleviated possible difficulties of how to engage the whole community”. Unfortunately, although LGAs assume a reliance on the proposed appointees by themselves to represent the community it works in and traditionally serves the school, the interview responses unveil the big gap between the school and communities. Also, it becomes ambiguous as it mutes a realistic community voice and freedom of choice of whom should represent them and feedback between school and community (Ranson, 2011). This contradicts with Rowe and Frewer (2000), who advocate that a realistic representation of people emanates from their choices.

Referring to a similar experience, Epstein and Voorhis (2010) establish that communities often feel side-lined and lose a sense of being realistic school leaders’ partners when they are not aware of their representatives. They became highly disappointed on how schools get them without involving actual community voice (Chrispeels, 2006). The extracts borne out in interview responses reflected this finding profoundly (see Appendix Nine, table 5.11 – institutional barrier row):

“I see somebody call himself a chairperson of the board during our school meetings, but I can assure you we don’t know who represents us but also we do not know who put them there” (community member, FGI 1).

The chairperson of SGB 3 enunciates explicitly: “As all board members are appointees suggested by the head of school in cooperation with WEO, am worried that we are not here for the community but rubber stamp of those in power. We do not have any direct link with the community we serve”. Head of School 8 validates this when he argues: “It is ambiguous to me; we are set being very close with our LGAs who give us nothing than the community whom we mainly depend on their inputs to manage this school”. These circumstances undoubtedly push back communities from supporting the schools and inform the



essence of schools being in trouble. This setting contradicts the work of Condry (1998), who describes that schools function under a realistic open-system structure that should open the door to engage the wider community effectively and liaise with their representatives. Nevertheless, in this research, instead of engaging elected community representatives, WEOs and WECs assume themselves, representatives of the community in the SBMs, while they are part of LGAs.

***Placement and power relation:*** Most research actors' responses show that the authoritative field of bureaucracy overrides community voice and initiatives in planning and making decisions because it maintains the placement of the community at the bottom of the traditional top-down hierarchy. They cannot collaborate with their LEAs and schools to exercise autonomy in decision-making. The top-down bureaucracy is set in two-way traffic of the same direction, such as decisions made at the central government level then trickled down as an order to the community level. The second comes from within the LGAs after receiving school demands that its clearance needs community input. This context contradicts the Tanzania's ETP, which emphasises devolution of power to "lower organs and communities in their areas of jurisdiction" (URT, 1995:26). The policy focused on "engaging communities' voice effectively in all stages of policy implementation in managing the schools as it affects their life" (URT, 2014:55-56, 67-68).

LGAs maintain that: "No way our schools can prosper without engaging community" (WEO 9) and another states: "We work with them at all stages" (WEO 3). However, most research actors in the FGIs report contrariwise. They established that communities are not part of the decision-making bodies within the bureaucratic networks surrounding the schools. "Our leaders treat us simply their reception of the identified problems requiring participatory-driven measures through collective action to get rid of them" (community member, FGI 10). Similarly, three describe succinctly (see additional quotes in Appendix Nine, table 5.11 – institutional barrier row):

“If they could practically engage us in making needs assessments, planning, and decisions then acting together, possibly it could inculcate a sense of our ownership of the schools. Unfortunately, the bureaucracy hides us beneath our leaders’ feet” (community member, FGI 7).

The majority maintain that being made only implementers of the trickled-down instructions when the need arises, inhibits freedom of community creativity and morale as they lack collective power to decide and practise their local initiatives to improve the schools. “I get discouraged when they order us as if we don’t have the brain to think and use other alternatives to solve school problems” (community member, FGI 2). Her fellow in FGI 4 concludes: “Unfortunately, we don’t have any vigorous arrangements set by LGAs to strengthen community initiatives and voice our creativity aimed to act together with the government to improve the schools”. This situation concurs with the findings by Pretty (1995), who elucidates that when the approach is primarily passive, communities, as illustrated by the research actors, have no room to share decisions, initiatives and priorities related to school improvement. Contrary to the work of Epstein (1995), her framework of six types of involvement and caring, cannot work in the context of Tanzania as it will not correspond with the findings unless the situation is improved.

Unfortunately, most interview responses uncovered that several further *internal contradictions* are related to authorities’ unplanned alterations leading to a continued declining community attendance in supporting managing the schools.

***Internal contradictions:*** Analysis of the interview responses discloses everyday experiences of ‘internal contradictions’ that most research actors have when reflecting on organisational differences related to conflicts of interest that largely deter community morale. Most research actors describe inconsistent messages from different government departments and local politics as

‘a hub of controversies’, which “often gives us a great challenge in managing these schools” (Head of School 1), but also misleads local communities.

***Inconsistent messages from different government departments:*** In this inquiry, the most contradictions experienced by the communities are irregularities related to leaders associated with the government and local politicians. One argues that:

“Just for political reasons, our local government leaders tend to come up with a proposal and force us to put it in action. They often do that regardless we have other previous urgent matters which need immediate community attention to clear as instructed by the top ministry authority” (Chairperson of SGB, 9).

In the context of the assertion above, one explains an instance where the school authority asked parents to pay examination fees immediately for their children before the deadline set by NECTA under the Ministry of Education. “Surprisingly, WEO during the school board meetings rejected it unless parents and other communities have contributed first for the upcoming Uhuru torch. After the deadline, many parents didn’t know what to do as penalties are higher than their capacity to cover” (Head of School 4). However, most research actors admit that the declining CP remains a result of communities being misled by politicians from opposition parties and inconsistent messages from different government departments. While the government encourages communities to participate, “local politicians discourage them as they claim that the government remains responsible to manage everything related to the schools” (community member, FGI 6).

However, the majority reveal their awareness of education policy guidance that: “all education stakeholders, including local communities, are accountable to share the costs of managing the schools” (WEO 8). Unfortunately, research actors describe instances where: “it has been often our leaders eat their own words whilst confusing communities at the grassroots level” (Head of School 12). Most FGIs discern (see additional quotes in Appendix Nine, Table 5.11 – institutional barrier

row): “When we receive two or three different instructions from different top leaders, we remain frustrated as we don’t know what we should implement and what to leave. So, it becomes complicated due to unmediated contradictions” (community member, FGI 6). Chairperson of SGB 10 contends that their ward councillor (WC) misleads the community since he knows that “to run this school we depend on community input more than 75%. However, he publicly announced that the district council is solely responsible for managing the school under the LGA. I don’t want to see anyone ask the community to contribute to the school”. Furthermore, WC is contrary to that, as WEO 10 says: “we can’t run that school without community inputs”.

Most research actors mentioned that they often receive an unforeseen presidential decree countrywide needing immediate effect at short notice without knowing what happens at the grassroots level and determining the status of implementers. “This adds further frustration to us as we suffer a lot on how to implement the decrees at a given deadline using our fellow local communities as the only resource while instructed contrariwise by some of the leaders”, says WEO 8. Reflecting the recent typical instance, one in FGI 5 reports: “Our state president in July 2013 decreed that by December 2014 all ward-based schools must have constructed well equipped three rooms for science subjects’ laboratories”. HakiElimu (2013) argues that at the macro-level, leaders in the central government assume and report in public media that everything related to this research agenda goes well. Conversely, they are not aware that “misleading directives to local communities from some of our local leaders are some of the main reasons for many school development projects remaining uncompleted.

***Interference from local politics:*** Although the extent of its impact varies across the studied cases, the lack of local cross-party political buy-in and explicit support remains a recurring theme. “Local politics, especially from the opposition parties, largely affect community members' mindset, especially where the ruling party has a meagre influence on them,” says DSEO – an overseer of Schools 9 and

10. Overwhelmingly, one uses the negative term ‘rubbish’ when describing how politics affect CP. “I have failed to decide as these rubbish politics in our country often provide us very conflicting directives,” argues community member FGI 1. Reflecting on *lack of political buy-in and explicit support of this approach from local politics*, research actors all agree that opposition political leaders are vigorously deceiving communities. The situation confirmed worse in constituents led by opposition political parties:

“While the government asked us to contribute and share our resources to build more classrooms and laboratories, our ward councillor who is opposition part elect always use public meetings to insist us on the contrary. I quote him, ‘the ruling party government has enough money to manage its schools’. Since we are poor, we should not use our little earnings and waste our time to contribute to that school” (community member, FGI 9).

The assertion above mentions this type of politicians as they are very close to society; it becomes easy for them to influence a change in the local people’s mindsets. Head of School 10 gives his experience: “Community members pick wrong information from opposition politicians and use it as a weapon to challenge us. Hence, many don’t contribute anything”. Nonetheless, most research actors highlight the *inconsistent directives* from different LGAs departments, and local politicians have worsened the situation. Head of School 11 reports: “Sometimes we get into physical quarrels that give us a serious headache when the school highly need community support to maximise minimal government inputs. But our ward councillors and DC guide them contrariwise”. One uncovers a typical outcome of this interference: “Earlier, I considered the school is ours, but I am no longer participating since I have realised that it’s none of our business when our DC and ward councillors frequently provide us with this truth” (community member, FGI 12).

Likewise, one observes that “often president decrees trickled down to us without any government input. We collect contributions from each household such as 10,000 TZS (£4) or in some instances 7,000 TZS (£2.80) and those who do not have money, provide human labour and physical building materials (sand,

stones, and 500 red bricks) to build more classrooms and currently laboratories. Suddenly, when we are at the stage of implementing our plans and decisions, DC announces -‘we do not expect to see community members are using their resources to implement the decrees’ (WEO 6). Chairperson of SGB 5 alludes: “Our ward councillor espouses ‘my voters cannot contribute money as they are poor’”. This report corresponds with Parry et al. (2014) 's findings, who illustrate that lack of cross-party political buy-in and explicit support contradicts the local community. Also, the absence of a clear and shared vision and engaging communities' objectives impede the intended collaboration/partnerships in terms of shared accountability (Epstein and Voorhis, 2010). This set of circumstances remains unmediated within government departments, and opposition party politicians bewilder local communities on which way to follow.

***Lack of trust:*** Despite few research actors from the LGAs maintaining that they are open and transparent to the community in all school development matters, the majority reveals contrariwise, that LGAs and the central government have lost the trust of the communities. Analysis of the interview responses unveils a recurring theme throughout the study –‘*lack of trust*’. This theme emanates from the irregularities predominantly, in some cases ‘lack of feedback, openness, and transparency to the community. “We do not know where our contributions end as school problems are still there even if we have contributed much for it,” says community member, FGI 4.

In most cases, Coleman (2008) argues that this happens when the government does not implement its partnership promises agreed earlier with the community. This allegation seems valid when WEO 11 argues: “Whenever we ask them to contribute, many complain that we are stealing their money but not true because through our local community meetings and noticeboards often we inform them about it”. Unfortunately, when the researcher visited WEOs’ offices, nothing was publicised relating to community contributions. On the other hand, voicing the same as all his colleagues, Head of

School 3 explains: “They do not believe us although we give them a summary of all school finances in each of our school meetings with them”.

Although few research actors acknowledge having received a summary of school finances, most are not satisfied as they contend that such summaries are not detailed and precise for sharing information. One in FGI 1 stated: “I am not happy because they hide many school financial details for their benefits”. In some cases, actors describe instances where most LGAs are not trustworthy: “We do not trust anyone now because we have been contributing our resources for four years building two classrooms and three labs but nothing successful. Nevertheless, when we ask them how much they collected and what is the expenditure? Also, what is the balance? They cheat us” (community member, FGI 7).

Most research actors explained an awful situation in managing the needs of teachers, particularly where communities experience cases of corruption. For instance, local leaders’ forgery on financial matters, this setting increases communities’ reluctance to participate increases (Duignan, 2006) although they are aware that without their input, the school cannot prosper:

“Our previous WEO has been dismissed from the job by the district executive director (DED) due to unknown loss of not less than 4,000,000 TZS (£1600) that we started contributing for building a house for the head of the school which other houses for teachers could follow. She collected our contributions, but nothing is done, and we don’t have houses of teachers” (community member, FGI 10).

One community member in FGI 8 describes a typical instance of ‘*forgery*’ witnessed by himself and his friend: “Last year we saw our WEO forging some documents related to funds collected from us for his benefits. He succeeded to take such money from the raised fund bucket before being sent to the ward development account. We reported this case to our ward councillor. Still, we see him in his office”. However, “instances like this lead to loss of trust to our leaders” (community member, FGI 12), while another concludes: “as they continue *forging receipts* to steal the little, we give them for that school.

Ultimately discourages us from contributing further our resources for developing the schools” (community member, FGI 5) (see additional quotes in Appendix Eight, Table 5.11 – institutional barrier row). This does not correspond with the researchers’ emphasis on the value of building a robust link between school improvement and *trust* linked to CP (Bottery, 2004). These researchers argue that trust as a fundamental connective tissue (Tschannen-Moran, 2004) binds schools to the wider community and builds confidence and commitment to act together to improve the schools (Kambuga, 2013).

Undeniably, these findings agree with Watts (2012:136), who describes that where the “perception of agreed values, competence, and promises implementation is not in place, there is a breakdown of trust”. “This breakdown sits between stakeholders” (Bottery, 2004:103); for this study, LGAs, schools, and communities in the areas resulting in steadily decreasing community attendance.

Notably, the existing situation (in terms of indicators, types, and barriers) of CP in managing the schools, as explained by this research, unveils signs that local communities participate in managing the schools under inquiry. However, their participation is a profoundly limited, complex, and challenging phenomenon; and identified barriers mean CP remains patchy. Therefore, active CP depends on how they participate. In this regard, chapter six explores explicitly how local communities participate in managing public WBSS.



## CHAPTER 6

### **Methods used by community members to participate in managing public secondary schools in their ward localities**

#### **6.1 Introduction**

This chapter presents and discusses themes emanating from the findings related to RQ2: What methods are used by community members to participate in managing public secondary schools in their ward localities? Results from the analysis of data, as shown in figure 5.1, reveal that local communities have continued participating in various matters related to the development of local schools, in the breakdown of interview responses supported by participant observations on this question. *Community voice in decision-making through local meetings, action teams for partnership, and the community-shared responsibility of resourcing the schools* are three recurring themes across all studied cases.

#### **6.2 Community voice their views, ideas, and challenges in decision-making through local meetings.**

Engaging community voice in making decisions, as described by most research actors, seems vital to offering communities the opportunity through local conventions to share their thoughts and plans related to managing the schools to improve student's learning environment (Day *et al.*, 2010). The analysis of the interview responses in the transcripts unveils a collective experience given by most actors that community voice in the local meetings is a prerequisite for all actions needing a joint effort aimed at developing the schools. “We can voice our views and challenges through local meetings”, says community member, FGI 11. Reflecting on the same, one of the LGAs alludes: “they voice their views and challenges in deciding on matters related to managing the schools. Particularly

when they attend local meetings, then all other actions follow as outcomes of the meetings” (DSEO – an overseer of Schools 3 and 4).

- ***Local community meetings***

Community members all remain obliged to voice their views, ideas, and challenges in the community meetings conducted two to three times per year chaired by the Ward Councillor (WC)/village chairperson.

**Photo 6.1 Community meeting at School 4**



Source: Field data (2015)

Chairperson of SGB 7 reports that typically “these meetings are conducted at the school premises when the agenda relates to needing local community voice and physical resources to facilitate school development projects”. Echoing her colleagues, one reports: “we often call community meetings two times a year, and we share with the community the agenda and set some agreements about measures towards handling problems in managing that school” (community member, FGI 1). Using this platform, Kambuga (2013) argues that community members expect to discuss, plan, and agree on some contributions to

handling problems or specific difficulties they face in managing that school. Unfortunately, one in FGI 2 claims: “Very few among us get the opportunity to voice their views and thought. Often, we attend to receive and agree with what our leaders have already decided for us to implement”.

**Photo 6.2 Community meeting at School 2**



Source: Field data (2015)

- ***School meetings with community members***

Most research actors describe that through the school meetings platform, they voice their views and ideas in making decisions commonly related to parenting, students learning at home, volunteering, and communicating with teachers to ensure good student progress. Head of Schools 1 and 2 reports: “The chairperson of the school governing board, represents community voice, while chairs these meetings”.



**Photo 6.3 School-community meeting at School 1**



Source: Field data (2015)

**Photo 6.4 School-community meeting at School 8**



Source: Field data (2015)

One establishes that from these meetings: “Parents and other few participated community members had equal opportunity to communicate among ourselves and teachers voice our views in discussing and decide on students’ academic needs, progress and performance. The decision included discipline matters, teachers’ commitments in teaching students and teacher’s discipline and school financial matters” (community member, FGI 1). Most research actors described interactive participation featured predominantly

in these meetings, while the consultative approach seems dominant in the local community meetings. Chairperson of SGB 2 acknowledges: “parents and the guardians often give us advice, challenges, and ways to solve some problems, including how they may take part in overcoming some school challenges”.

The assertion above concurs with Epstein (1995:704), who places active CP at the fifth and sixth types in her framework of six types of community engagement. However, in the identified types, the framework offers parents’ voice more opportunity in school decisions than in the wider community. Similarly, while much of the literature focused on the contextual meaning of CP implies engaging more voices of parents of students at school (Mishra, 2014), the educational literature noted the engagement of the wider community voices in making school decisions (Paul *et al.*, 2006).

Although the system traditionally (Ranson, 2000) places communities at the bottom of the top-down control, the analysis of interview responses divulges that including the wider community voice in making decisions designates active CP. Nevertheless, the issue of how community voice takes part in placing their representatives in SGB meetings (Ranson, 2011) remained unknown, in terms of building pure democratic SGBs (Callahan and Yang, 2005). However, most research actors explain that they are not aware of who represents them. Yet, no feedback between the SGBs and the communities implies that SGBs lack a realistic community voice and a suitable democratic composition. Research by Ranson *et al.* (2003) emphasises that including a realistic community voice from their votes at all stages implies genuinely democratic governance of the schools.

### 6.3 Action teams for partnership

The majority of research actors agree that all responsible parties can improve the schools by acting together in teams. They view one another as “partners in education” (Epstein, 1995:701) and therefore, a school caring community forms around students, depending on the set-up of such teams. As it remains challenging to gather the whole community in one place frequently, most actors revealed that using community representative teams (*WDC*, *CSCCs*, and *parents-school committees (PSCs)*, including *the SGBs*), became necessary. They all act as action teams for partnerships between communities and schools under LGAs across all studied cases. These representatives participate in planning, organising, and coordinating community implementation of school development projects at hand. This is in common with Sanders (2003:164), who elucidated that these “action teams collaborate with schools, families, and the wider community to act together to improve teaching and students’ learning environment”.

- ***Ward development council (WDC) meetings***

Most research actors described WDC as a supreme body making decisions at a ward level about ward-based public development projects, including the schools under the WC chairmanship. Members are the lowest local government leaders elected by the communities who link the government and the communities they serve. Despite WDCs functioning under the bureaucratic influence, employed WEOs, street chairpersons, and heads of school act as an action team that engages communities in managing the schools. Arguably, although it seems more bureaucratic than being a representative body of a community voice, “it works for the interests of the community” (WEO 2). On the other hand, one identifies: “we voted our chairperson of the streets representing community voice in the WDC meetings” (community member, FGI 9).

Nonetheless, Head of School 12 confirms: “We head of schools regularly attend WDC meetings to report school matters including problems and any proposal needing community attention”. One clarifies that once WDC receives issues raised from schools, although WDC has regular meetings depending on the urgency of the problems, they call an emergency meeting. “Sometimes, we call the meeting out of our routine schedule to share views and challenges to agree instead of just a single person such as WEO deciding the way forward. Units’ or streets’ chairpersons represent the voice of their people” (WEO 7). Often community members voice their views and thoughts to their representatives before they attend WDC meetings. This finding agrees with the studies on CP in public development projects related to school governance (Mishra, 2014), which establish that the central government devolves power to the lowest organisations of the government to bring the “government closer to the community” (Bray, 2003:207). Such power devolution rests on building partnering action teams (Massoi and Norman, 2009). Importantly, they coordinate and work with the community in the public development that affects their well-being (Chowdhury, 1996).

Since WDCs are action teams, overseeing public schools development at their ward locality marks their principal responsibility (King and Zanetti, 2005). Nonetheless, most research actors described WDC summits from CSCCs. In concurrence with Ranson *et al.* (2003), in line with Oakley (1995), CSCCs sit as special community-based action teams dealing with school development matters.

- ***Community-school construction committee (CSCCs)***

Despite most research actors not having details of this organisation, one says: “I have heard it, but am not aware how it works” (community member, FGI 2), while another one states: “I often see some guys supervising school construction projects, I don’t know maybe it should be such CCCC” (community member, FGI 10). Few actors describe it as an action team formed by the appointed community

representatives from the WDC meetings, and it works under the guidance of the WDC (see additional quotes in Appendix Nine, table 6.12):

“As CSCCs team comes from the WDC, so it is responsible for where it comes from. But our votes are their foundation to be there, that’s why sometimes I console myself that CSCCs represent our voice” (community member, FGI 3).

Using the same experience given in other case studies, WEO 5 explains: “Often CSCC remind each other, collect and administer contributions from the communities (their ideas, funds, labour and physical resources) for building school infrastructures and supervise the construction process”. By reviewing records of meeting minutes at the WEO’s office, the researcher discovered that the number of CSCC members varied at an average between seven and twenty-four depending on the ward locality's geographical coverage. The CSCCs do not deal with any other problems facing the school outside those related to the construction of school infrastructures. However, analysis of interview responses shows similar findings to other researchers that this type of action team, while encouraging local communities to resource the schools (TENMET, 2012), at least encourage schools and community collaborations (Sanders, 2003), particularly in terms of building up effective partnerships (Engestrom, 1999).

- ***Parents-school committees (PSCs)***

Most research actors in this inquiry describe PTAs similarly to Pass (1999) in Anderson *et al.* (2010) that community members with children at school have a close interaction with teachers through PTAs like PSCs. They do likewise in managing various school matters agreed with teachers. In some instances, at a school level, the majority describe parents and teachers establishing parent-teacher committees that play roles in managing various internal school matters:

“Recently, we established a parent-school committee to collect some money from our community members, and we successfully organised together purchasing point for teaching-learning materials” (community member, FGI 4).



Interestingly, one proudly says: “We have parents-teachers sub-committee (PTSC) responsible for collecting their contributions from parents and volunteering community members, and it works” (community member, FGI 5), although another confirms the reality: “this goal was not achieved because of the low commitment of the community to implement the agreements” (Head of School 5). A community member in FGI 8 mentioned the same experience: “we established the parents-teachers food committee which though not much, achieved the goal that students are getting lunch meal at school”. Nonetheless, PSCs are not set up permanently as PTAs as most research actors established that PSCs function provisionally to mobilise and engage community members’ resources. Its leaders administered them to get things done as agreed during school meetings.

The way PSCs function seems similar to the CSCCs, though the latter covers the whole ward locality while the former covers a school level between parents and teachers. Nevertheless, research by Hornby *et al.* (2011) agrees with Ishumi’s (1992) view that the success of PSCs relies on the activeness of the parents and the wider community. Many PSCs, in most cases, achieve very little of their goal due to a shallow commitment of the communities where the schools belong.

- ***School governing board (SGB)***

Analysis of interview responses divulges that the SGB stands as a top school authority action team that comprises appointed representative members of the community, parents, teachers, and ward local leaders in the school decisions and approval of various matters. Therefore, as the highest organisation of school leadership responsible for receiving, discussing, and making decisions about school matters at a school level (Miller, 2018a), DSEO – an overseer of Schools 11 and 12, confirms: “As they built the schools, they have their reps in that school governing boards”. One head of school outlines the representatives:

“We have chairperson, one parent of students, two reputable community elders, head of community-based institutions (if any) and sometimes WEO and WEC when consulted” (Head of School 3).

Most research actors concede that they have never participated in voting for their representatives.

One in FGI 3 argues: “I do not know how they get the so-called our representatives in that SGB”, and another in FGI 12 concludes: “I do not know who represents us in that SGB”. Shockingly, on behalf of school heads all, Head of School 5 makes it clear that “the outlined SGB members are appointees proposed by heads of the schools and approved by LGAs to represent the community voice”. This finding contradicts Ranson’s (2011) emphasis that as SGBs are essentially meant to represent community voice in governing the schools, local people must vote for their representatives. Based on these findings, they have unrealistic CP in the SGBs.

Generally, SGB members embody the local community in school leadership. This fact concurs with what Epstein (1995:705) in her research calls “redefinition of the six types of involvement” where this team includes representatives of the wider community rather than only parents of students.

**Photo 6.5 School governing board meeting at School 10**



Source: Field data (2015)

**Photo 6.6 School governing board meeting at School 11**



Source: Field data (2015)

However, most research actors are not confident with the tendency of appointing their representatives in the SGBs through the authoritative field of bureaucracy rather than getting them through community votes, albeit they acknowledge that communities form part of these teams in governing the schools. This scenario corresponds with the literature contextualising CP in managing the schools (Murphy and Torre, 2015), emphasising the importance of this team's management effort bringing together different experiences (Auerbach, 2007) and disciplines of people to act together in governing the schools to improve them.

Toward making these teams guarantee the opportunity of engaging communities successfully, actors in this inquiry agree with the researchers who place these teams into an *open system* (Auerbach, 2009). This works in line with a *contingent approach of management*, as reflected in the broader framework of this study. Predominantly, SGBs flexibly share decisions, feedback, and implementation through the addressed system variables discussed

in the literature review (Koontz and Weihrich, 2007; Tripathi and Reddy, 1991), as represented in the findings. Therefore, they share thoughts and resources in managing the schools.

#### **6.4 Community shared responsibility for resourcing public schools**

All research actors identified common ways that communities and LGAs, widely use to furnish schools' essential resources. This section illustrates how communities participate in resourcing the schools: *collaborating with the community, parenting to ensure learning at home and school, communicating and volunteering*. These findings fit with the input and claimants, transformational process (Hoy and Miskel, 2008) and environment (Scott, 1987) in the broader framework of this study. However, this approach fits where schools mainly function under the open-door policy context (Giddens, 1984), entrenched with an open system (Ranson *et al.*, 2005). However, such identified ways match with Epstein (1995), who describe six types of school caring community, although details of each type, as Epstein (1995) explains, are not applied in the context of Tanzania unless the situation improves first.

- ***Collaborating with community***

The findings show that as the schools receive minimal government resources; alternatively, the schools often engage local community resources in a partnership manner to ensure communities share government-legislated initiatives in funding the schools. Community responsibility rests on contributing resources in demand for developing school infrastructure. This setting refers to what Hunderson (2008) in line with Sarre *et al.* (1989), describes that integrated community resources and services strengthen school improvement for students' learning and success. "Indeed, as we receive minimal government resources in our school, mostly community inputs fill the gap", says WEO 1, while others agreed:

“We can’t refrain from giving our resources into that school since it has been our burden to make it function” (community member in FGI 3).

“We are resourcing it, and our government sends us teachers, cover their salaries, and very little capitation to school, after that, we cover all the rest inputs in demand” (community member, FGI 11).

Findings from the interview transcripts unearth a different set of platforms that Pretty *et al.* (1995) calls *functional participation* (see chapter three). Often, few communities in collaboration with other responsible parties furnish all the schools’ required resources to create opportunities for improved students’ learning context. Equally, research by Ranson (2011) and Pretty (1995), emphasises enhanced collective responsibility and accountability in resourcing the schools. The research actors explain the schools commonly receive support from the community in partnership with various internal and external organisations and the government. “Principally, the government often legislated issues such as what should the community contribute,” says Head of School 2. His colleague emphasises: “Community members at their initiatives resource the schools to create a friendly environment for students learning” (Head of School 12).

***Funding the schools:*** The community participates in two categories: parents paying school fees for their children and agreed community contributions. “Each parent must pay 20,000TZS (£8) a school fee for each child, nation-wide”, says community member, FGI 2. Though other contributions vary depending on the school demands’, one highlights some contributions that seem familiar, as the majority mentioned across all studied cases:

“We pay 3,500 TZS (£1.40) two times in a year for the school security man, we should pay the same amount again for our children to get lunch meal at school, 2,500 TZS (£1) for water supply at school” (community member, FGI 10).

One in FGI 8 confirms: “We have been paying 5,000 TZS (£2) for hiring part-time teachers who are interested in teaching our children chemistry, physics, biology and mathematics in our school”. In research

data transcripts, most research actors are proud of sharing their resources for improving school infrastructures in their ward localities: “I don’t have a child there, but I contributed 10,000 TZS (£4) to build more classrooms, yet we are doing the same in building laboratories though we shall also pay 20,000 TZS (£8) for equipping the labs” (community member, FGI 12). Some mention that rehabilitation of the schools remains a fiscal responsibility of the community. One alludes: “Every year we contribute 7,000 TZS (£2.80) to renovate the school infrastructure when ruined by floods” (community member, FGI 9) (see additional quotes in Appendix Nine, table 4.12, second row). Because of this community role, the wider community cannot be separated. They must be part of educational leadership and school improvement (Mishra, 2014).

Likewise, Epstein and Voorhis (2010) insist that school leaders must enhance collaboration in partnership and entrepreneurship. Also, they must incorporate local people’s contributions in school decisions, and importantly, Winkler and Gershberg (2003) emphasise further, to affect their initiatives. Interestingly, Miller (2017), in line with Paul *et al.* (2006), equally insists that collaborating with the local community in school decisions and leadership practices identifies and integrates community resources and services that strengthen schools for successful student learning.

- ***Parenting and ensuring learning at home and school***

The concept of ‘*parenting*’ denotes the role of nurturing the students toward learning opportunities. In managing students’ academic progress and discipline, all research actors illustrate that parents of students have been closely following up on students’ educational needs and performance. This responsibility concurs with the research report by Epstein (1995:704), who refers to a parenting role as parents establishing and administering friendly home environments for the children as students’ learning. One in FGI 2 reports: “I work hard to make sure I facilitate my children academic

needs to smoothen their learning at school but also I supervise them to do their homework if they have it”. Another in FGI 7 makes it explicit: “I provide my child school classroom’s needs and personal needs and any other related ones but also I check children notice books every day”. One in FGI 12 confidently reports: “When my children are at home, we make sure they do their homework if any and we give them time to socialise themselves and get rest”.

Likewise, Middlewood (1999:112) argues that “this role encompasses both the wider community and parents who ‘supplement the learning’ from school and teachers teach, assess and shape students’ discipline” the whole day at school and outside the school campus. However, findings unveiled that this role seems implemented by three categories of responsible parties though most research actors consider it as a traditional parental role. While parents and teachers closely follow up on students’ academic progress and discipline, the former facilitate students’ social and academic needs, check and supervise them in doing homework (if any).

Nonetheless, the wider community monitors students’ behaviour and report to school in case of any misconduct while they are on the way to and from school. This setting corresponds with the literature on how parenting experiences go beyond families to engaging teachers (Sheldon, 2010) and the broader communities (Martin, 2000), as revealed in this study's findings.

- ***Communicating***

Analysis of most research actors’ responses reveals routine communication between teachers and communities living in the school vicinity. Few actors confirmed that they visit the schools and interact with teachers about their children's progress despite teachers’ responses disheartening them. This challenge implies that notwithstanding barriers identified in this inquiry vigorously dissuading effective and friendly communication between the two parties (Foskett, 1992) and other

volunteering community members still maintain close interaction with the schools (Epstein *et al.*, 2010). One in FGI 6 argues: “I have been trying to visit teachers at school to share views about my child although I am not happy with some teachers’ responses to me”. Similarly, her fellow in FGI 10 says: “Notwithstanding negative reaction of some teachers, I visit the school and interacts with them if my child is there”. Of interest, Head of School 2 acknowledges: “many times parents and other community members enter the forests nearby the school searching truant students and capture them”. One admits:

“We go there always to help the school management about how to handle those truant and misbehaving students outside the school campus” (community member in FGI 9).

The desire of community members to visit the schools and interact with teachers and students while building a friendly external relationship in schools remains for all parties to share experiences, challenges (Mostert, 2003) and views on future actions. Middlewood (1999), in line with Becker (1997), unveils that where schools and local communities corroborated friendly interaction, what they share becomes a vibrant resource for improving schools. However, it is worse where “some teachers often react negatively” (community member, FGI 5), mainly to the community members.

The breakdown of the interview responses shows that despite teachers claiming to have no direct communication access with the wider community unless authorised by the existing authoritative bureaucratic protocols, alternatively, they all use letters sent to parents/community through students. Head of School 2 describes: “We involve students in the process of informing their families by writing letters of request”. This practice corresponds with Epstein (1995: 703-704), who labels it as “school-to-home and home-to-school communications”. Epstein (1995:704) argues further that “as families care about their children and want them to succeed, are eager to obtain information from school



and the broader communities to remain right partners in their children education”. Head of School 9 reports the same experience with a community member in FGI 9: “Often teachers visit parents of students at their households and share views with them. Also, they gather community ideas and challenges on how to improve opportunities for students’ learning and success”. Mostert (2003) agrees with Middlewood (1999) and Becker (1997), who concludes that this role makes these parties view each other as partners in schooling as they share interests, views, and responsibilities through local meetings, letters, and phones to work together as action teams for students’ success.

- ***Volunteering***

***Support from the volunteering members of the community:*** The findings unearth ways that communities, either individually, in any organised community-based support groups and organisations, volunteer to support school development. They help students’ learning and improve their academic performance despite the existing unfriendly set of circumstances. However, the volunteers sit in two categories as the actors identify individuals or community, and LGA initiatives to volunteer, which concurs with Glassman *et al.* (2007) in line with Becker (1997), who describe that often the government requests communities to volunteer in collaboration with the government to implement specific school development projects.

Of interest, Head of School 7 acknowledges: “This year our member of parliament (MP) donated 200,000TZS (£80) as his support to rebuild one cracked classroom” while one was proud of his support when he reported: “Early last year I donated 10,000,000 TZS (£4,000) to fit in new doors in five classrooms, yes, I made it” (community member, FGI 6). Findings reported by the UN (2012) in line with Bamberger (1991) argue that community input to extend limited government resources in managing schools unveils the value of CP in managing public projects (Abbott, 1996) and is well represented in the study findings.

***Providing physical resources:*** Most research actors identified different categories of physical resources that communities furnish in schools. Research by Epstein (1995:703) uncovers integrated resources and services from the community to schools which signpost that: “families care about their children and want them to succeed”. Parents provide cereal crops, 2,500TZS(£1) for students’ lunch at school. In contrast, the wider community provide required physical building materials as per agreed terms for school infrastructural development, as revealed in this chapter.

One in FGI 8 reports: “ We have been contributing 5kgs of maize, 3kgs of beans, and 3kgs of rice and at least 3500 TZS as £1.10 for spices in each month for the students’ lunch meals”. His fellow in a different setting reports a similar experience: “I have been contributing 5kgs of maize, 3kgs of beans and 4kgs of rice for two years now for our children to get lunch and remain at school until evening classes” (community member, FGI 4). These contributions are in common with the findings reported by Mishra (2014) in line with Ranson *et al.* (2003), who illuminate evident extracts from the international experiences represented in this study. Although study findings are similar to other studied developing countries (Winkler and Gershberg, 2003), they differ from the developed world where central governments predominantly finance local communities to support school resources management (Bray, 2003). Therefore, the latter is not applicable in the context of Tanzania as the schools largely depend on community resource inputs instead of minimal government inputs.

Of interest, Head of School 11 clarifies: “To easily collect cereals crop harvests from them, normally we start in July each year until May of the next year. We do this practice because this is after they harvested their crops”. One acknowledges: “I normally send my food contribution after I have harvested it” (community member, FGI 11), while her non-farming fellow in the urban case study emphasises: “I normally buy it from farmers when they are selling their crop cereal harvests and submit my contributions to school” (community member, FGI 1). Nevertheless, most responses and observations show that

parents of students provide these contributions to feed their children more than the wider community. However, most interview responses reveal that both parties *donate physical building materials* (bricks, sand, gravel, and water) to develop school infrastructures though few alternatively provide the mentioned materials in terms of money or human labour.

**Photo 6.7 Community contributing bricks, water, and stones for the construction of extra classrooms and laboratories at School 12**



Source: Field data (2015)

One in FGI 10 acknowledges: “Often I make and contribute 500 red bricks to school,” while another one reports: “Instead of giving them money, I produce gravels and two mounds of sand at a given standard, then I provide them at school whenever they need our contributions” (community member, FGI 2). Few identify instances of volunteering individuals (see additional quote in Appendix Nine, table 6.12 second row):

“Our fellow had shown a good example, as a businessman, recently he offered our school nails, pipes and his truck to be used free ferrying building materials when we were building laboratories” (community member, FGI 12).

Findings from this study reveal that school leaders are proud of the resources they receive from the PSGs, community-based NGOs, consulted institutions (banks and private companies) as they support the schools:

“Recently, we got a million TZS (£4,000) from the community-based company that has invested its duties within our ward for more than 15 years. Equally, the World Vision organisation used to volunteer, giving us five million TZS (£2,000) to develop school infrastructures” (Head of School 4).

The data above concur with Mishra’s (2014) observation that when schools are closer to the community that cares for its prosperity, they volunteer to resource it, to improve teaching-learning settings (Bray, 1999). Most research actors identified the Campaign for Female Education ‘CAMFED – Tanzania’ as NGO working to support the underserved communities and their schools financially. “CAMFED has been very useful to us as it pays school fees for our children, also hires houses nearby the schools to accommodate the need students. Example: now about 20 girl students from very distant villages are accommodated under this NGO under excellent security”, reports community member, FGI 7. At the same time, Head of School 2 admits: “Each year, we receive ten million Tanzanian shillings (£4,000) from CAMFED which aimed to help us buy lab apparatus for students to learn well science subjects”. Of interest, CAMFED’s role is one notable instance across all studied cases.

Most research actors describe the local community furnish the schools, classroom and office furniture and some teaching-learning materials. For instance, the Chairperson of SGB 4 elucidates: “All classroom desks, tables and chairs that students and teachers can use for teaching-learning sessions are the contributions from various parties of our local community” alongside community-based institutions as per school needs:

“Sometimes NMB Kilosa Branch helps us to make some additional chairs and tables. Recently they offered us already made 140 chairs and tables costing 5,000,000 TZS (£2,000). Thereby, though we still had a problem with chairs and tables for students but not much” (Head of School 5).

Similarly, NMB “offered School 7 almost 60 tables and chairs in 2014” (Head of School 7), while in 2015, another school “received 67 tables and 31 chairs” (Head of School 11). More interestingly, one organisation went further to provide the schools with desktop and laptop computers for students’ and teachers’ use:

“We have witnessed the NGO named Mahenge Mineral Resource Exploration Company (MMREC) volunteered to offer our school one MAC desktop computer 27" of Apple brand. They promised to provide other 50 MAC Apple computers in some days later” (community member, FGI 12).

**Photo 6.8 MMREC donating Apple PC in front of students at school 12**



Source: Field data (2015)

The academic support above corresponds with some community members' established partnership with some schools abroad. “The head of that school also informed us that Mongola-Germany partnership has fruits now since last year our school received 35 science textbooks and almost 32 this year” (community member, FGI 3).

***Offering human labour and local expertise:*** The breakdown of the findings uncovers various attempts of communities providing schools' defence and security, monitoring students' discipline, supporting the implementation of classroom curriculum. Research actors label them '*school watchmen*'. "As we live in the vicinity of the schools, we provide eye attention to the school properties and report in case of any unusual action or unfamiliar stranger at school out of authentication or approval of the school authority," says community member, FGI 3. In this regard, most research actors elucidated a shared experience that some community members used to volunteer to work as school security without salaries. However, some support them with just token money occasionally to motivate them (see additional quotes in Appendix Nine, table 4.12):

"I have volunteered to work as a school watchman for five years now, and I have never asked any salary though seldom they give me at least 40,000 TZS (£16) especially when I fall sick" (community member, FGI 10).

The communities consider teachers as a school resource needing a peaceful life. Seni (2013) observes that communities provide teachers with houses to rent and ensure their security. One in FGI 1 says: "We all assure security to our teachers, an example, we have some teachers who hired rooms to my neighbour. We protect them from any opportunist thieves within our locality" (community member, FGI 8). Besides, one head of school with evidence very explicitly describes:

"My teachers live within the society that provides them with good security because I have never heard any teacher complaining about insecurity where they live. A good example, recently, local people without a police force, searched a thief who stole a bicycle of my teacher until they got it back to the teacher" (Head of School 6).

The assertion above corresponds with Glassman *et al.* (2007), who reveal teachers and students are proud of the defence and security that the schools receive from the surrounding communities. Importantly, research by Kambuga (2013) supports this community role since no one else from

outside the communities' area of jurisdiction is responsible for ensuring the schools are safe day and night.

***Monitoring students' discipline outside the school and their household setting:*** In terms of managing students' discipline, although research actors describe parents as being more responsible than anyone else, some community members help the schools to monitor the discipline of students and teachers (Shaeffer, 1994), and they report indiscipline cases. One in FGI 12 reports: "If I see truant students, normally either I take them back to school or I call teachers and report the case". Another in FGI 4 argues: "Although some parents are nervous to us, I don't care who sits against me if what I am doing is appropriate". Similarly, one concludes: "When we see any child misbehaving, I report at teachers for further action" (community member, FGI 7).

The DSEO – an overseer of Schools 9 and 10, articulates: "Some parents live very far from where the school is located. Hence, they rent private houses-rooms for their children to live alone there within the society living in the school vicinity. That society helps us manage those children's behaviour". WEO 9 describes: "when they see a student misbehaving normally tend to report to teachers and my office". Historically, communities maintain a similar finding reported by Fitriah *et al.* (2013) that in addition to the biological parents, any adult in the society remains traditionally considered a parent responsible for the disciplinary care of any child. This role engages the wider community in monitoring and reporting student and teacher discipline.

Likewise, the reviewed research in Latin America and the Caribbean by UNESCO-IESALC (2009) in line with Epstein (1995), corroborates a common traditional belief meaning every adult in the society remains automatically responsible for ensuring children behave appropriately. However,

arguably this limits students' opportunity to misbehave anywhere – inside and outside the school campus – as they are aware of being monitored everywhere.

***The community supporting the implementation of the classroom curriculum:*** Most research actors describe individuals who usually volunteer as guest speakers to support teaching as the curriculum offers such an opportunity under the policy context (URT, 2014). For instance, DSEO – an overseer of Schools 5 and 6, describes: “We accept volunteers from our local communities to help us as guest speakers to teach our students. They give our students indigenous knowledge but under standards control”. Alongside this note, one overtly describes:

“I am a retired science teacher. When I get a chance, often I volunteer to teach mathematics and physics Form II and III in that school just as a guest speaker” (community member, FGI 6).

One in FGI 6 identifies himself as a retired public environmental expert and educator in this field. She explicitly reporting: “I have volunteered many times in various schools when invited as a guest speaker to assist teaching students' environmental related topics in subjects' syllabuses such as geography, civics, and biology”. Research data show that community members who achieve a distinction grade at the Form VI secondary level often volunteer to teach these schools. Head of School 11 confirms: “In 2014 and 2015, we had a serious problem of lacking mathematics and physics teachers, we asked for a permit from our DSEO, he agreed then we received two Form VI leavers who volunteered to teach the subjects”. His colleagues in Schools 5, 6, 7, and 8 acknowledged they have been doing the same thing, although with more than three Form VI leavers per school demand. This finding agrees with the research report by Chrispeels (2006) that supports the linking of community activities to the students' learning skills as it enables students to share talents. Such linkage connects modern and local community knowledge and skills (Epstein, 1995).



Most research actors establish that “schools receive volunteering retired science teachers, educators and Form VI leavers before they join university who teach science subjects at least fill the gaps” (community member, FGI 6). The work of TENMET (2012) describes this approach enabling students at least to learn something rather than missing lessons entirely due to teacher shortages. Though the availability of these volunteers is not guaranteed for the schools to rely on (Uemura, 1999), the most studied cases still emphasise this approach because of the unpredictable supply of regular teachers.

***Indigenous knowledge system (IKS):*** Interestingly, findings uncover that students in WBSS receive indigenous knowledge and skills from community initiatives. They volunteer to share their traditional knowledge and skills related to the existing classroom curriculum under the policy context (URT, 2014). The education policy since 1995 stipulated that local communities should undertake this role as guest speakers in implementing classroom curriculum (URT, 1995). In the context of civics and geography syllabus, One in FGI 11 reports: “often I volunteer to educate students about our cultural values, traditional entrepreneurial activities (making canoes for fishing, and beehives)”. Another describes: “When they invite me, normally I teach the students about our history, traditional practices detrimental to their lives such as female genital mutilation to our young girls” (community member, FGI 4).

Some community elders with 30 years of experience in organic farming and fishing describe being in contact with schools and receiving invitations (see additional quotes in Appendix Nine, table 6.12 – offering an IKS). “Teachers and their students often come to my farmlands for a study tour. We teach them how to make organic manure, composite (Mboji, boma, and craal) manure and covering farmland with dried grasses to restore soil moisture during dry seasons. This belongs to chemistry, biology and geography subjects” (community member, FGI 1). One in FGI 6 alludes that she was good at

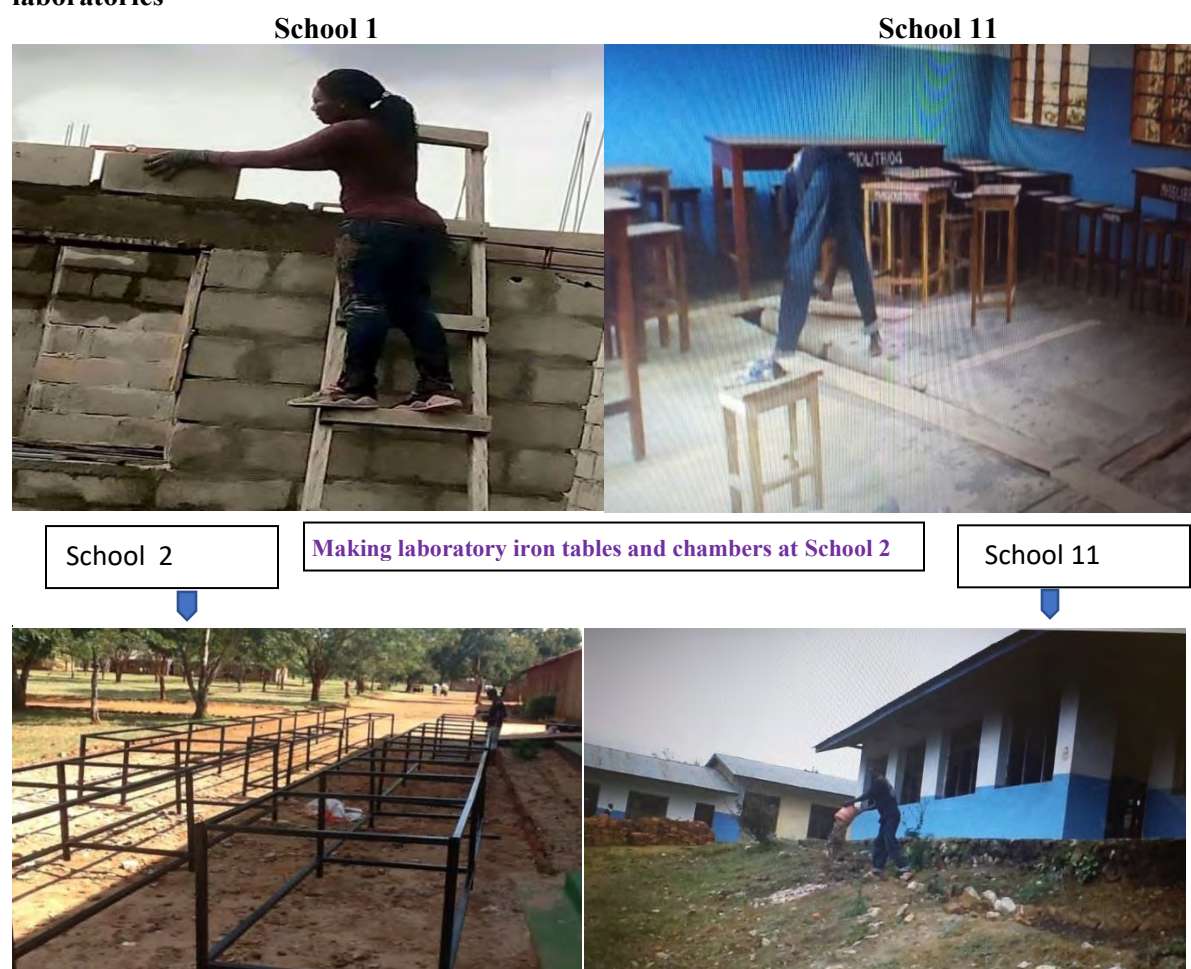
traditional agro-economics, explaining: “We have volunteered more than twenty times educating students about traditional techniques of growing tomatoes and groundnuts”. This role helps students and teachers to develop entrepreneurial skills for self-employment.

The most exciting outcome of the findings is that of case study Schools 11 and 12, where some community members discovered a traditional soap made of particular grass leaves, locally known as ‘**Lifwila**’, which replaces industrially produced soaps. “They normally use this soap in washing up clothes and household kitchen utensils, including bathing,” says Head of School 12. With this in mind, Head of School 11 admits that as the community educates the students about ‘**Lifwila**’ soap, “it inculcates in them extra life creativity skills. Such skills may be part of civic education, chemistry and geography syllabuses”. One in FGI 12 is proud of their local soap technology: “hard life teaches us much, we made it”. However, these are all similar to findings reported by Sanders (2003) in line with Goldring (1994) that uncover some schools using community IKS as a learning resource.

They use IKS because it offers history, local norms, creativity, and economic skills that link pupils’ home community and school’s culture to better students’ future. This concurs with educational literature (World Bank report, 2010a; 2010b), which places IKS at the forefront of the required basic knowledge and skills (Uemura, 1999) in education, especially in the classroom curriculum (Bredlid, 2009). Interestingly, Mishra (2014), in line with McDonough and Wheeler (1998), cites similar examples of local communities and visiting students, including teachers, to share some concepts and students likewise to practise skills. Similarly, local community traditional programmes and activities are a learning resource for students (Hoppers, 2001), not only in curricular but also in extracurricular lessons (Colletta and Perkins, 1995).

***Volunteering in physical activities at school:*** Most research actors describe communities offering their expertise alongside participating in physical activities in building school infrastructures (classrooms, toilets, offices, and laboratories). However, this role remains a necessary voluntary attempt for those who prefer to provide their human labour (Khaniya, 2007). Head of School 1 confirms: “Some contribute in-kind particularly human labour in physical activities of the project in progress within the school premises when they don’t have money to give in as their fellow”. Chairperson of SBG 8 adds: “Some use their local expertisation such as ‘mason skills’ in building various school infrastructures” (see evidence in photo 6.12).

**Photo 6.9 Volunteering community members offering their expertise in building science subject laboratories**



Source: Field data (2015)

Most community members candidly illustrate typical instances (see additional quotes in Appendix Nine, table 6.12) across all studied cases. “We have been using our local mason skills to volunteer building and developing stone made-foundations and using bricks in building classrooms walls and laboratories and we don’t need to be paid” (community member, FGI 11). Reflecting on these assertions, One confirms: “We use our hands make red bricks for that school. Also, we used to join our fellow local masons in building classrooms, laboratories in two different schools” (Community member, GFI 7).

**Photo 6.10 Community volunteered to build toilet for students and teachers at School 6**



Source: Field data (2015)

Although they volunteer in this way, their attendance remained very low. Head of School 1 emphasises: “We need more contributions from the community in terms of the fund, and in-kind such as their human labour and skills to run this type of schools otherwise nothing we can do successfully in this school”. This finding echoes several studies which establish that parents and the wider community are eager to do their best to volunteer in any school activity aimed to improve pupils’ learning environment (Machumu, 2011), as they keenly care for their children (Cheetham, 2002), they want them to get quality education and succeed, though in most cases nothing motivates them (Hodgson *et al.*, 2010).

***Sharing school resources:*** Although most resources are for school use, some actors explain instances of local people using classrooms, school playgrounds, and other school premises for community social activities. They also fetch water from school taps for their personal household use:

“During the evening time or weekend normally some amongst us temporarily hire school playgrounds for sports activities while others use classrooms and other school premises for their interests for various community social activities (private/community meetings, local wedding preparations committees and religious meetings)” (community member, FGI 7).

“We all fetch water from school water taps for our household uses. For this, we are proud of having this school here” (community member, FGI 9).

However, the Chairperson of SGB 9 illustrates that such schools used to charge the community “just a token of 50TZS (£0.02) to share payment of school water bills” to the water supply authority or for the schools’ cleaning services.

However, a recurring theme in most interview responses remains *local communities consider teachers part of the community and share issues related to the community where they live*: “As teachers live with us, we treat them as part of our community, and we share with various social activities” (community member, FGI 6). One in FGI 12 made it explicit that even community members benefit from teachers when: “they contribute some money, skills, and human labour in sharing social events such as wedding and sickness. Of importance, teachers attend community-based local projects of environmental sanitation and health hygienic-care and counselling community members who have problems”. This finding contradicts with those of Carvallo (2000) and Cooke and Kothari (2001) as they reveal that whenever misunderstandings arise between teachers and parents, and the broader communities, there is no way they can share anything. These findings prove them wrong since communities consider teachers part of the community as they live within the community

(Sirianni, 2009) and share community socio-economic issues (Lumby and Foskett, 1999). In contrast, communities share school resources (Epstein *et al.*, 2010) as the interview responses reveal.

Although research actors earlier stated the overall context of their participation, their perspectives on the value of their participation matters most, the outcomes which offer this inquiry clues about their morale and a turning point for a way forward to improve the practice. Chapter seven explores in-depth perspectives of community members on the value of their participation in managing the schools.

## CHAPTER 7

### **Understanding the value of community participation in managing public secondary schools as expressed by different research actors in their ward localities**

#### **7.1 Introduction**

This chapter unveils findings related to RQ3: *What is the people's perceived understanding of the value of community participation in managing public secondary schools as expressed by different research actors?* The focus rests on achieving a clear understanding of the value of CP in this exploration. The notion of CP as '*an approach*' and '*means to end*', especially in 'managing public schools under a shared role with other liable parties', has resulted in a considerable body of educational literature. However, the participation of communities has increasingly been a central theme in educational reform globally. The reform builds a growing agreement in both the literature and the findings of this study that this approach "has taken on renewed significance in configurations and discussions of school improvement" (Sanders, 2003:161).

Findings from the interview responses' analysis divulge three broad recurring themes of *social cohesion*, *healthy communities*, and *add resources that improve school functioning*. This chapter presents these themes with potential quotes in the following sub-sections.

#### **7.2 Social cohesion**

The study findings show that when communities frequently meet in managing public development projects (public WBSS), they build and develop strong social ties. All research actors described that their unity markedly fosters relationships, interpersonal connections, and social networks among communities, schools, and LGAs, and prevalent influence that eliminates a sense of a divided community in managing the schools. In establishing such social networks, studies by

Mishra (2014) and Fitriah *et al.* (2013) support that horizontal social ties between schools and the community build a variety of partnership activities ranging from “student-centred to community centred” as described by Sanders (2003:164). Notably, such activities offer the schools educational and economic opportunities, and cultural richness (Martin, 2000). Also, it makes responsible parties all view one another as one team (Keith, 1996) as “partners who work together to improve student's learning” (Epstein, 1995:705).

When explaining their perception of what CP means in managing the schools, most research actors defined that it implies developing social ties between school and community in terms of sharing resources. One briefly explains: “It refers community and teachers working together sharing their initiatives, interest and interactions that enable students to produce their successes” (community member, FGI 3). Likewise, another explicitly states: “I see it as a developed social network and build up strong **social cohesion** (emphasis HHK) that its members work as one team. They aimed to make students succeed in schools and their later life” (Chairperson of SGB11). From this standpoint (along with additional quotes cited in Appendix Nine, table 7.13), one explains:

“It connects community members all and builds up interpersonal relations, **social cohesion** (emphasis HHK). Also, they have common influence that altogether discusses, decide, plan and agree on how to implement it for our children to learn successfully” (community member, FGI 1).

Reflecting these assertions, Head of School 10 maintains: “Community participation connects school and local people, and CBOs. They all share interest and responsibilities to develop the school to make students have better learning opportunities”. Chairperson of SGB 2 establishes that “In this approach, local people view one another as one team as partners who forms a school caring community that works to ensure students get a quality education”. One in FGI 6 echoes the voices of many other fellow community members that “in such solidarity makes us frequently communicate, interact and equally



work together and share the outcomes of creating a school that nurture the students' academic well-being". In these circumstances, once strategic arrangements are put in place, which the next chapter discusses them in detail, to motivate communities to participate effectively, this approach enables schools, family, and the broader communities to stand as partners who:

“Recognise their shared interests and responsibilities for children, and they work together to create better programmes and opportunities for students' success” (Epstein, 1995: 701).

However, some writers (Ogbu, 2004; Cullen, 2000) agree that as people are not homogeneous, they differ in various aspects (perspectives, culture and life status). Consequently, they cannot have solidarity leading them to develop social cohesion (Berliner and Biddle, 1996). On the contrary, findings reveal some points that people in society commonly agree on and implement (Anderson, 1998). Such a point of a joint agreement rests on issues related to public development projects (for instance, WBSS) that affect their well-being within their areas of jurisdiction. Interestingly, findings reported by King and Zanetti (2005) agrees that in the absence of barriers, local communities and the schools are one action team. Such circumstance makes them frequently communicate, interact, and equally share the outcomes of creating a school that nurtures the students' academic well-being (Mishra, 2014). This effort implies that for the schools and communities to act without solidarity, achieving quality education remains a dream (Martin, 2000).

***Power relation:*** Most research actors argue that this approach nurtures horizontal relationships and interpersonal connections that make schools, local community, and LGAs see themselves as partners who communicate, interact, and exchange views, ideas, and initiatives in managing schools. An exciting outcome of the findings in this inquiry is the actors' emphasis that active participation of communities inculcates a sense of community belonging and ownership of the

schools, albeit with the debated power relation constraints. Most research actors perceive that top-down control limits their freedom to practise their initiatives and voice to vote for their representatives in liaising with their representative bodies such as the SGBs.

Nonetheless, they believe in genuinely devolved power in practice. This approach makes organisations and members of the communities feel not only connected to one another (Massoi and Norman, 2009), but more concerned with the development of their local schools (Williams, 2012). Research data suggests that this approach results in what Epstein (1995:701) calls a *school-caring community* that engages families, schools, and the wider community. One in FGI 1 construes that “where vigorous social cohesion, a realistic devolved power enables the three connected contexts (community, school, and LGAs) that work together to share, discuss, decide and implement their plans in managing the schools”. Another actor explains: “This approach offers the school-caring community a collective power to share their voice, initiatives, and resources toward creating better opportunities for students’ success” (community member, FGI 9). Reflecting on this, one concludes: “Using our established partnership; when we sit together to make decisions and act together, it instils in both of us a sense of a true devolved power by decentralisation policy in practice” (community member, FGI 12).

Conversely, most research actors explained that their traditional authoritative field of power (a top-down control) overrides social cohesion built by active school-community collaborations at the grassroots level. DSEO – an overseer of Schools 5 and 6, alludes: “It is a matter of the community implementing all that we instruct them together to develop the school”. WEO 9 observes that “we connect ourselves with community members to be one team and ensure they use alternatives we give them to manage the school”. Nonetheless, his colleague maintains: “We need them to join us to act together implement what comes down from the upper authorities” (WEO 11). However, most research actors

perceive that CP builds a social network that gives all parties collective power as they share interests and decide together at the grassroots level:

“As the approach offers wide interpersonal connections and unity, we need the freedom to decide and practice our agreed initiatives in one team with other responsible parties toward developing the schools in demands” (community member, FGI 7).

Interview responses show that a complete set of community social connections across the three contexts (community, school, and LGAs) liaises with representative bodies. Unfortunately, the situation contradicts community expectations. One in FGI 2 proposes: “Once our democratic votes could determine whom to represent us in the school governing board, we could have a firm social cohesion and feel proud of it”. However, one in FGI 10 emphasises that “when such representatives are answerable to the community and ensure effective feedback to both sides make our partnership realistic”. These altogether expected to share interests, initiatives, and responsibilities aimed to create a friendly setting for active students’ learning and achievement of quality education that leads to building healthy communities.

### **7.3 Healthy communities**

Several recent research reports admit that a primary target of CP in managing schools rests on improving the students’ well-being (Ray, 2013). It encourages close rapport between teachers and communities and builds healthy communities and maintains them (Fullan, 2011). Importantly, in this study, findings uncover that a school-community relationship and connections create *social capital*, which is predominantly resource-sharing. Also, they work in action teams while maintaining caring relationships, without doubt, resulting in well-built and maintained healthy communities’ sustainable community development.

One in FGI 3 argues: “Our participation in issues related to managing students’ academic and discipline enables us to share knowledge and skills, guidance and values which remain extremely important for the healthy development of our children”. One in FGI 8 observes that: “it leads to building healthy communities”. Head of School 11 elucidates: “when we have active school-caring community, students learn from such a caring-relationship. Also, it can increase students’ social capital through school connections with students’ communities”. However, WEO 6 was confident that “it directly results in sustainable community development as students will be active citizens brought up with teamwork and caring spirit”. This role corresponds with the work of Msila (2016), who supports that local leaders, schools, and the communities often insist on building social capital within their action teams and model personal persistence and resilience (Fullan, 2001).

Most research actors admit that active school-community collaborations under LGA guidance aim at building healthy communities. “When we act together and create a friendly teaching-learning environment and opportunities, our partnership provides mutual benefits as per the school and community-responsive needs where each part becomes proud of the other” (community member, FGI 1). Reflecting on this view, one clarifies:

“As each part has its needs, we support and enable the school to provide our children with quality education through making the school use the community as a students’ learning resource. On the other hand, we utilise local school facilities and expertise for our educational, social and recreational needs” (community member, FGI 12).

Alongside the assertion above, one concludes: “When local people and school develop a strong collaboration as partners, a cycle emerges from the created better programmes and opportunities. School graduates serve the community in various disciplines including caring parents and their school” (Head of School 9). In contrast, “schools continue offering expertise to support sustainable community socio-economic development” (community member, FGI 2). These practices enhance social capital by

efficiently strengthening school-community collaborations (Benson, 1996) as the majority of actors establish that such a partnership provides mutual benefits from the affected collaborative and consultative decision-making (Miller, 2018a) as per the schools' and communities' responsive needs.

Findings in this research coincide with similar studies (Hodgson *et al.*, 2010; Sanders, 2003; Epstein, 1995), which commonly describe that local community activities, including cultural practices, are a students' learning resource that the schools preferably use. This setting concurs with Sanders' (2003) report that the classroom curriculum has topics besides extracurricular sessions linked to learning skills and service integration that require community support. In turn, communities utilise local school facilities and expertise for the educational, social, recreational needs, and economic return from what they invest in their children at school, especially Hodgson *et al.* (2010) describe when they are in old age. Therefore, alongside these two benefits, without doubt, healthier teamwork in communities may improve the schools (Epstein, 1995). Once the responsible parties clear barriers, they add necessary resources alongside the government investment to improve the schools.

#### **7.4 Add resources that improve school functioning**

“Participation of volunteer citizens matters because...it offers resources that strengthen the practices which secure institutional performance to achieving quality education” (Ranson, 2011: 411).

Notwithstanding community attendance is extremely low due to the delineated barriers in this study, the participation of communities remains a vibrant approach. It makes the schools available in each ward locality and continues to improve the schools by providing additional resources in terms of human and physical resources on demand. When explaining their perception about the value of CP as key stakeholders, research actors across all studied cases broadly agree that this

approach in liaising with the government, vigorously adds resources to maximise the minimal government resources to improve public schools. Most research actors identify using community resources (human, physical, and finance) enormously; each ward locality managed to share the burden of resourcing the schools to improve them as they did likewise in building at least one public secondary school in each ward locality. Voicing the same observation, their colleagues all conceded at the LGAs (see additional quotes cited in Appendix Nine, table 7.13 – second row) alongside one who argues:

“Without doubt, due to minimal government provisions, our local people have continued using their resources to build extra classrooms and toilets as enrolment expands yearly. We can’t deny the fact; community inputs largely put in place all missing school academic facilities in demand” (DSEO – an overseer of Schools 1 and 2).

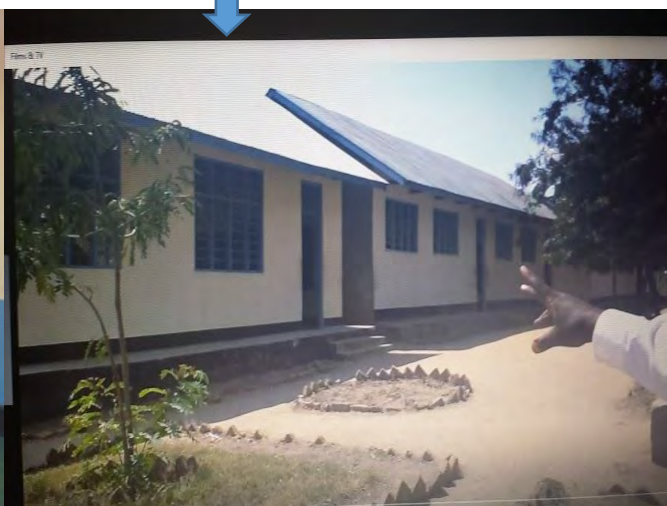
The majority of research actors describe that using human and physical resources makes the current construction of science subject laboratories and extra classrooms possible in each school. “We use community resources to create opportunities for students to learn. Otherwise, nothing can take place in schools,” says WEO 12. This is evident as per research actors who are proud of their successful construction of two extra classrooms and laboratories:

“Without our resources, anyhow the school couldn’t have such new classroom and the already completed one lab could whilst the government is just sleeping” (community member, FGI 10).

**Photo 7.1 Using community resources**

Two laboratory rooms built and now at a completion stage in 2015 at School 2

Two extra classrooms built and completed in 2015 at School 10



Source: Field data (2015)

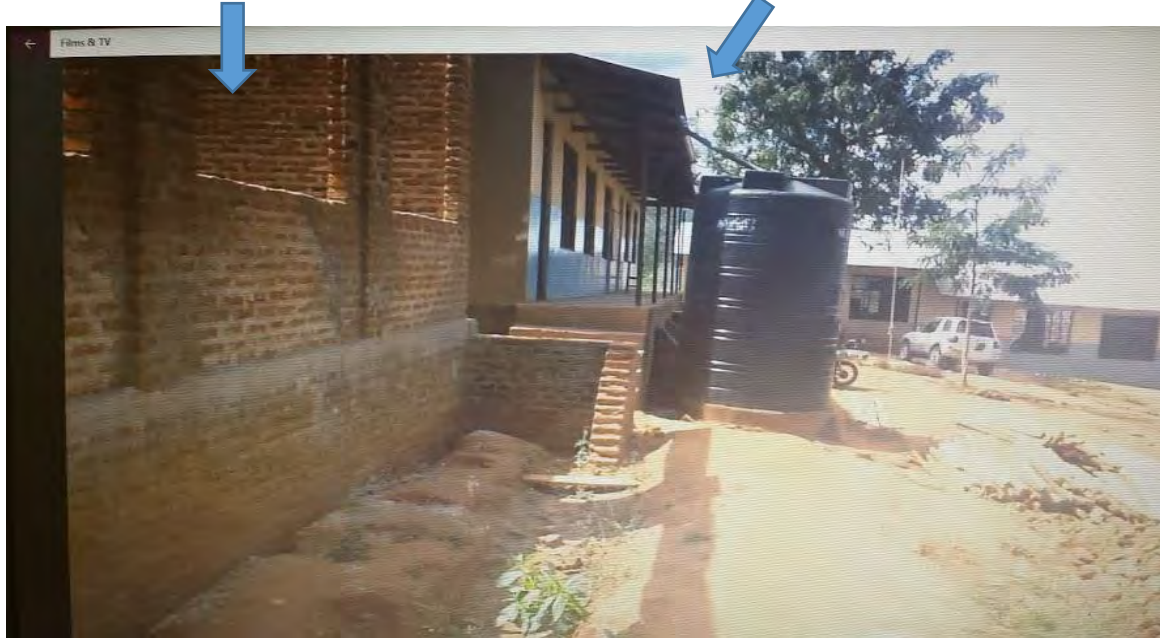
**Photo 7.2 Using community resources:**

**(a) Two laboratories were built until 2015 and continue with two extra classrooms at School 12**



Source: Field data (2015)

**(b) Two laboratories under construction in 2015 and one extra classroom at School 5**



Source: Field data (2015)

Most research actors perceive that once the community surrounding the school has the opportunity to decide to act together as partners, as Chairperson of SGB 5 suggests, “like bees, they will improve the quality of academic delivery”. Furthermore, “students’ academic performance and the raised standard of our school”, says Head of School 3. Although most research actors at the LGAs maintained that local communities have insufficient knowledge of the value of education, they are proud of this approach. DSEO – an overseer of Schools 11 and 12, concedes: “They relieve the schools on teacher shortage through their indigenous knowledge system (IKS) and skills, retired teachers, educators and people from related other disciplines, as I mentioned earlier in this study”. However, the aim is to achieve all the goals under a real devolved power to the grassroots level, as one in FGI 4 describes: “Being partners with a common goal, we can guarantee the effective provision of all students’ academic and social needs and ensure we support teachers and students’ success”, while another explicitly argues:

“When we have a truly diffused power to join our voice with teachers and LGAs and acting together in making school needs assessment, planning, deciding, implementing, evaluating, all feel responsible. Such accountability incorporates the results of our action in managing the school” (community member, FGI 9).



Most research actors highlighted that when most local people reach a consensus to develop effective school-community collaboration as partners, schools must achieve sustainable development through the community. This experience strongly corresponds with Wedgwood (2007) in line with Epstein (1997), who emphasises that the integrated resources from the communities increasingly strengthen school programmes, teaching, and students' learning, and family practices. Undoubtedly, such emphasis emanates from the minimal government resources and capacities in managing the schools (Uemura, 1999). In this respect, the research actors are proud of managing to create friendly teaching opportunities for students' learning and success. Such success emanates from their continued construction and equipping of science subject laboratories, extra classrooms, and toilets. Also, community support in managing schools maximises the limited government capitation funds in the schools that enable teachers to purchase tables, chairs, lab equipment, apparatuses, textbooks, chalk, and other learning materials.

One insists:

“Often, We depend on the wider community financial contributions and other inputs all. Such contributions cover students' study tours and pay the part-time volunteering teachers and other educators as motivation that results in good students' academic performance particularly in the final national examinations though very few” (Head of School 12).

Added to this, Fitriah *et al.* (2013) establish that some schools fill the teacher shortage gap through communities offering an IKS and skills. Also, by using retired teachers, educators, and people from other related disciplines, research actors are confident in this approach. Nevertheless, Hodgson *et al.* (2010) are explicit that offering it stops the students from missing lessons and practising some subjects due to teacher shortages, though not to a greater extent to meet all students' needs.

- ***Cleared students' indiscipline***

Students' indiscipline includes attendance, truancy, respect for teachers, parents, and elders. One in FGI 2 argues: "We can easily achieve this under a restored tradition that each member of the community is a parent to any child within a locality". Besides, one states: "Students even teachers may stop misbehaving in fear of being viewed or caught by any member of the community and ultimately reported to either school or at WEO's office for further action" (community member, FGI 11). Moreover, the Chairperson of SGB 3 emphasises: "We need community support to improve this school in terms of working together to minimise students indiscipline cases". On the other hand, one describes:

"When we cooperate, we can end issues like early age marriages affecting students, sexual relation cases, and using students as a source of labour for our household incomes" (community member, FGI 7).

- ***Promoted girls' education***

The promotions fit the underserved households and economically distressed communities, for instance, in some studied cases, "students' dropout has been decreased, such as from 46 female students in 2013 to 12 in 2015" (Head of School 5); "113 female students in 2012 to 30 in 2015" (Chairperson of SGB 10); and "93 in 2013 to 27 in 2015" (Head of School 7). "Using our PSGs and community-based organisations such as CAMFED have played a vital role in supporting schools financially. Also, the accommodation of female students from low-income families in our communities to continue with secondary education" (community member, FGI 10). Likewise, another confirms: "I lost hope when my daughter dropped last year, but after receiving funding and hostel care from CAMFED, she goes to school every day, and she is doing good" (community member, FGI 6). All research actors described that local community members are in partnership with community-based NGOs who volunteer their labour and physical resources for promoting girls' education.

They provide funds in supporting financially, academically, accommodation and learning materials to the underserved household female students and economically distressed families and communities. This role accords a plethora of literature on the value of revitalising gender sensitivity (Bray *et al.*, 2007), equity, and equality (Wedgwood, 2005). Findings in this study represent these elements all. Research actors value this approach in the sense that it makes communities a core agent of education delivery because the schools' improvement predominantly depends on local community input to improve the schools.

- ***Relieved school bankruptcy***

Few research actors at LGAs maintain that “the government funds the schools accordingly” (DSEO – an overseer of Schools 1 and 2) and “as the government, we can’t leave a burden to the community” (DSEO – an overseer of Schools 7 and 8), albeit most interview responses reveal government funding is too little to manage the school. However, Head of School 1 makes it explicit: “Without community funding and other inputs, we can’t develop this school” While also cited in Appendix Nine, table 7.13 – the second row cites additional quotes – one describes his pride in being a vibrant resource as school improvement relies on their inputs:

“Normally, we contribute some money for teachers and students to make tables and chairs, reams of paper and in some instances to buy blackboard-chalks” (community member, FGI 5).

- ***Provided security and defence of school properties, including teachers***

As local communities surround the schools, one argues: “Since the school are within our locality where we all live, its safety largely depends on us” (community member, FGI, 8). Another actor emphasises: “Without us, no security and defence provided in that school, besides, the school receives strong cooperation from some among us who without remuneration, volunteer to be watchmen all times”

(community member, FGI 7) (see Appendix Nine, table 7.13 – the second row cites additional quotes), along with one who explicitly states:

“Recently, without the three households living just thirty metres from this school, we couldn’t be able to arrest two thieves who stole our school generator at night. Also, we arrested those who used to steal water from the school reserve tank during the evening of weekend days” (Chairperson of SGB 12).

Interestingly, each adult's maintained tradition within the community locality stands automatically as a parent responsible for providing public security to each child. Also, they make sure students behave appropriately (McCullum *et al.*, 2003), alongside attending school regularly and concentrating on studies rather than truancy (Mishra, 2014). Furthermore, Stieglitz (1997) put it succinctly that each adult has a parenting role toward children, including students beyond their family level in the localities in most developing countries. This traditional role goes together with providing security and defence to schools, teachers, and students.

- ***Established local community-school partnership***

Research actors described having internal and external collaborations as some argue that schools benefit from their active partnerships with the community. As stated in previous sections, Head of School 3 maintains: “A result of the cooperation between this school and some very committed local people of this area; we have been receiving textbooks. Also, some funds and other learning materials from some communities of Germany through our Germany-Mongola partnership”. In this, Chairperson of SGB 3 reports: “Indeed, they have played a great role to reduce the shortage of textbooks of science subjects as they have been donating tirelessly”. Interestingly, Head of School 12 acknowledges similar instances: “The few who participate fully, are very helpful in developing this school and without them, we couldn’t have at least one computer here”, adding: “They have enabled us to receive textbooks and other

learning materials from their friends in Australia and foreign companies which have invested their projects at our locality”. Alongside these assertions, another Head of School observes:

“Our dependence on the community inputs is our only gateway toward improving this school. Recently, I wrote my suggestion to community members seeking those who have their friends outside the country, such as in the UK and US (if any), to link this school and develop a partnership with them. I am sure they will help us teaching-learning materials in this school as to how I see others who benefit from them” (Head of School 8).

Some critically debate the value of CP and the commitment of the government. “Our participation only is seen where limited government resources in these schools. I am afraid that amplifying this approach largely encourages the government sleeping and forget that these are state schools needs more government inputs than largely from us”, argues a community member in FGI 2. Emphasising this, another proposes: “I the government should strike a balance by increasing its budget and on-time delivery. Thereafter, local people all do the rest at our capacity to maintain that we are a vital resource in managing the school” (community member, FGI 10). With this idea, “even if we can leave everything to be done by the community and the school authorities, we need the government to invest more in its schools”, describes Chairperson of SGB 6. However, one observes it inversely:

“If we wait until the government increases the budget, the school will get lost. But we are the one who makes it survive; we can end its problems” (community member, FGI 6).

This approach may have more value where the community voice remains scaled up (Putnam, 2000). One concludes: “We have done a lot for anyone to see. However, once our voice could also be at the top to make us also practise our initiatives to improve the school under our leaders’ guide; our children could achieve excellent academic performance” (community member, FGI 12). Therefore, active CP can improve schools.

Generally, an exciting outcome of the findings uncovers that most research actors were aware of what the CP approach means to them. However, at the LGA level, some make sense of it from the

authoritative standpoint, the majority referring to “acting together in a collaborative and partnership with school leaders”. Most actors were proud of establishing at least one school in each ward locality countrywide through community resources. Nevertheless, all actors signposted the need for realigning the focus. Strategic motivation arrangements are essential to enhance active participation. The next chapter explores strategies put in place to achieve the goal of utilising this approach.

## CHAPTER 8

### **Motivation strategies to enhance effective community participation in managing public schools in their ward localities**

#### **8.1 Introduction**

Study findings and the literature reveal that community members are heterogeneous in terms of the responses from their perceived understanding and attitudes. In some cases, these result in misconceptions between individuals. According to the work of Lovell (1982), this circumstance needs premeditated motivation arrangements set to enhance this approach as, besides meagre community attendance, there are a significant number of barriers to active CP. However, findings reveal that most research actors have demonstrated a very accurate understanding of what the concept CP means to them and its value toward improving the schools.

This chapter focuses on the motivation strategies that LGAs and the school used to enhance the participation of local communities, focusing on RQ4: *What motivation strategies are deployed by the ward-based local authorities and the school leaders to enhance active community participation in managing public schools in their ward localities?* Findings from the interview responses to this question disclose the most recurring motivation strategies themes of *support legislation in place, acknowledge and demonstrate appreciation, showcase elements of collaborations (exhibition and invitations), and strengthening school/family/community partnerships*. Also, other themes refer to *proposed enablers (robust democratic school governance architecture, empowerment, and openness and transparency to build trust)*. Nonetheless, reflecting the two categories of motivation as described in the work of Barbuto *et al.* (2004) in the research by Baryana (2013), the emerging strategies in this study are predominantly extrinsic rather than intrinsic because they are more external than from personal satisfaction from the achieved goals or tasks.

## 8.2 Support legislation in place

Research actors throughout the studied cases admit that the by-laws, instructions, and auxiliary police were established by the LGAs to legally ensure community members participate fully in public development projects, including managing schools for their well-being. However, their experiences differed in terms of applying such legislation, which corresponds with the research report by Scully *et al.* (2004). These scholars explain that the governments legislated CP to make it a legal approach as an impetus for guaranteeing engagement of local people in the public development activities which affect their lives. DSEO – an overseer of Schools 11 and 12, states: “No way to achieve the participation of local people if it could not be legislated”. At the same time, his colleague is very explicit:

“This approach is a response to implementing the reviewed 1998 decentralisation policy by devolution. As it concurs with the education policy of 1995 and the current 2014 edition emphasising education stakeholders all including the local communities, must participate in managing education facilities. Through this, we reinforce everybody to implement, through volunteering” (DSEO – an overseer of Schools 3 and 4).

Describing the actual functioning of the decentralisation policy, WEO 12 echoes all her colleagues: “Under the LGAs’ guide, we develop by-laws and instructions. Besides, we receive support from our auxiliary police as a useful tool to ensure each community member participation in the public development projects that affect our lives, and that school is one among them”. Nonetheless, another describes persuasively: “Often, we instruct our local people using our by-laws that everybody must participate at a given deadline. When one delays or ignores to do it willingly, we forced them to pay alongside our agreed penalty charges. In some instances, if community attendance becomes extremely low, provided it’s an obligation, our auxiliary police officers visit each household and arrest who continues being reluctant to contribute required resources as per the reported school demands. In fear of further harassment, some participate fully. This has helped us to build two extra classrooms and three laboratory rooms in progress” (WEO 5).



Community development and educational researchers broadly concur that there has been increased interest globally in unlocking school teamwork leadership potential to incorporate all local community members (Pandey *et al.*, 2013). Such a claim is more important than the traditional engagement of parents as successful students' performance affects their life (Fitriah *et al.*, 2013). Findings from this study presented this experience. Nevertheless, data in this research suggest that, in most cases, the primary courts of law in their ward localities threaten and jail those who frequently remain reluctant. They undertake such a role, albeit warning them that the more they delay or refuse, penalty charges increase. Sometimes, the police force them to provide agreed contributions aimed at improving the schools. Some interview extracts (see additional quotes cited in Appendix Nine, table 7.13 – first row) reflect this scenario:

“Indeed, I don't want chaos, I put my hands there only when our local leaders use threats from the court of law or auxiliary police to force us. Otherwise, I couldn't do anything because I see it none of my business” (community member, FGI 12).

The contention above concurs with Scully (2004) that he cannot imagine how to manage the complex situations when this approach operates without being legislated since individuals in the communities are heterogeneous. Few research actors in the LGAs, are confident in this approach, as the government legislated it under the policy context, compelling each member of the community to participate even beyond the individual's willingness. However, this strategy remains a 'negative reinforcement' (Chapel, 1997) which is highly debated by the most research actors in all FGIs. WEO 6 says: “After forcing and penalising them under our by-laws, we get them”. Inversely, one in FGI 11 reports: “I stopped when our local police arrested me and bruised me because I didn't attend at the school laboratories construction site despite being aware that I was sick”.

Similarly, another actor argues: “Although by-laws and penalty charges are put in place to make everybody feel it an obligation, I see it being applied inappropriately as it discourages us” (community

member, FGI 3). Research actors identify the implementation of by-laws, agreements, and penalties as a turning point opposite to motivating local people's participation when misused by local leaders. This circumstance contradicts Hunderson's (2008) emphasis that legislated CP does not pre-empt their voluntary rights, willingness, and freedom to voice and practise their initiatives aimed at joining government efforts to improve public schools. Conversely, in his work on '*Let the grassroots speak*' Chowdhury (1996) argues that local people's participation in any public development project must be a voluntary practice and respect their will. They must avoid misinterpretation of such local by-laws and agreements when enforcing this approach in practice.

Head of School 5 admits that some community members have been jailed for one to two weeks due to their dominant reluctance. Unfortunately, "when judiciary released them from jail, they become more reluctant than earlier". Therefore, despite using force and penalties to make their participation a routine practice, most research actors maintain that community attendance decreases steadily. However, they acknowledge that: "by putting legislation in place, no matter what, everyone must participate" (community member, FGI 4), though they are not happy with LGAs overusing force, threats, and penalties under the umbrella of by-laws. Fitriah *et al.* (2013) and Wedgwood (2005) agree that legislating is an impetus for them to participate. However, consistent use of by-laws encourages their commitment and, otherwise, they participate because they fear penalties, jail, and other related chaos. Legislating this approach sounds better when it is in line with their willingness and adhering to agreements.

### **8.3 Acknowledge and demonstrate appreciation**

Although the literature review did not broadly explore the issue of **demonstrating appreciation**, the more the schools and some LGAs acknowledge and appreciate community members who share interest and **volunteer, matters most** (Glassman *et al.*, 2007). This rests

particularly in managing various school resources in demand – the more they feel proud that their contributions are highly valued (Sergiovanni,1994). The analysis of interview responses unearths the most recurring theme: ‘*acknowledging and demonstrating appreciation*’ that the majority in some cases describe their expression of gratitude. “Acknowledging and a word of thanks seem simple but have a great value to the one who receives it,” says community member, FGI 4. Interestingly, this makes more sense when the local authority and teachers recognise and appreciate the value of contributions from the local community members, including CBOs, in solving school problems for students’ learning opportunities (Bush and Middlewood, 2005). During local meetings from the school authorities’ standpoint, one reports:

“Normally, we acknowledge and give a word of thanks to every community member’s contribution when we attend local community meetings at our villages. We do the same during school meetings with parents and other volunteering community members. We assure them to utilise their suggestions into various actions showing that we value their inputs in managing this school” (Head of School 2).

In FGIs, alongside additional quotes cited in Appendix Nine, table 7.13 – second row, one admits:

“Sometimes, the head of that school used to join us in our local meetings. Also, it frequently takes more time at the school meetings to acknowledge and thank us for our cooperation we give them in school projects, which encourages us more” (community member, FGI 4).

The quote above corresponds with the work of Watson (2007), who illuminates that although acknowledging and demonstrating appreciation looks simply, it makes one feel valued. Also, one feels motivated to continue and do more than expected as a word of thanks matters to everyone involved (Sergiovanni, 1999). Nevertheless, legislating this approach does not guarantee high community turnout, but acknowledging and appreciating their roles and efforts makes it more effective.

- *Awards*

Few research actors in some cases describe going a long way toward developing certification to recognise the value of local people who frequently volunteer to provide their resources in managing the school. WEO 3 illustrates: “I have stated awarding at least a certificate of appreciation for those villages that have participated more than others”. On the other hand, one describes it very clearly:

“Instead of acknowledging and thanking them only by words, we expect soon to start rewarding certificates of appreciation to community members who have volunteered much in managing this school. This reward will be offered together with a small cup or anything of good value just to say thank you and motivate them to continue helping this school. I believe this will motivate others to do likewise” (Chairperson of SGB 8).

Reflecting the assertion above, Head of School 8 delineates examples of “those who have frequently reported truant students who often hide either in bushes or in streets nearby this school. Also, those who could be reporting village men who engage in cheating our female students, impregnate them and run away to take care of the pregnant girls”. In support of this strategy, two in Schools 5 and 8 have the same opinion:

“Some reward local community members certificates or anything of appreciation to our joint effort. They reward especially those few who used to attend all the local community meetings and even school meetings that encourage him, or she never misses any meeting” (community member, FGI 5).

DSEO – an overseer of Schools 1 and 2, seems to have the same vision when he concludes: “We need to offer them something revealing that we highly value their joint effort of acting together with us to improve the schools”. However, many others advise that this practice is acknowledged and must be realistic to make this approach practical. Importantly, in some cases, they provide awards in terms of a certificate of appreciation. The award provision corresponds with Davies (2011), including a small cup or any prize as an endeavour to recognise the value of community members who offer

their resources more than their fellows in managing the schools. By doing this boosts the awarded individuals or groups to continue participating and encourages others to join them. Research by Kydd *et al.* (2008) describes providing awards increases the weight of appreciation to the participating community toward ensuring sustainable development. However, as most research actors described, alongside clearing other barriers, a realistic awarding of certificates, funds, cups, and a word of thanks motivates their joint effort (Ledwith, 1997) of working together effectively to improve the schools.

#### **8.4 Showcase elements of collaborations**

- ***Invitations and exhibitions***

Analysis of interview responses unveils that the school-designed curricular and extracurricular exhibitions during students' graduation motivate community members more than other strategies. This is associated with their witnessing of the outcome of the resources they invest in the schools for their children (Epstein, 2010). "Sometimes they invite community members all to attend school functions such as when the school conducts curricular and extracurricular exhibitions during students' graduation" (community member, FGI 3). Though to a lesser extent, this strategy motivates the local community to participate in various matters related to managing the schools. One Head of School elucidates:

"During students' graduation day, we make it an exhibition and a parent and community day once per year. We invite parents and other community members all to come to the school where we display what students do, learn and practise at school, including some laboratory experiments. Then we eat together, drink, play music, do fundraising, and end up with a small cocktail party. This event motivates community members to participate in managing this school" (Head of School 2).

"To be realistic, I am impressed with what students show us during their graduations, that's why sometimes, no matter what, I decide to volunteer to participate in anything aimed to improve the school. Otherwise, I could not" (community member, FGI 2).

Research actors with the same experience mentioned in the e study School 2 and School 12, clarifying at exhibitions include extracurricular activities. The showcase increases confidence in the community members that students are equipped with other skills than what they learn in their classrooms: “When they invite us all, often my neighbours and I used to attend. Somehow, I realised that teachers have also developed further the students in extracurricular activities such as cleanliness, sports, and games. That’s why sometimes I don’t hesitate to contribute the little I have, to develop the school” (community member, FGI 12). Head of School 12 identifies teams covering “school football, netball, and volleyball that all teams used to play with village teams”. Interestingly, Head of School 2 adds that “students used to play footballs and volleyball with prison institute team in front of the eyes of all community members. They aimed to show the extra community skills learnt at school”. In this strategy, Head of School 10 mentions: “During graduation, often students show their creativity reflecting all that they have learnt in classrooms; however, it depends on students’ interests”. Somehow, they participate in various school development activities as they are motivated by the exhibitions. One candidly describes:

“Though I am very disappointed with our local leaders' mistreatment, everyone will agree with me when one sees such exhibitions and will be influenced to change the mindset. After I have seen it many times, I resumed my participation to support the school” (community member, FGI 12).

They are encouraged by students’ creativity and fun extracurricular activities that include cleanliness, sports, and games of more interest to the community. This finding concurs with Gudnadettir *et al.*’s (2009) report that in addition to students’ academic exhibitions, playing football, volleyball, and netball with local community teams, cements collaborative and consultative decision-making. Such practices incorporate school leaders, the local community, and LGAs (Condy, 1998). Significantly, this motivation strategy accords with the research reported by Paul *et al.* (2006), who established that it changes local communities’ mindset to participate

effectively in managing the schools because they see positive outcomes of their inputs intended for school improvement. While few actors are disappointed by the way LGAs mistreat them, the majority advocate that school exhibitions console and motivate them to the extent of resuming their participation. Accordingly, a research report by Pryor (2005) emphasises that when research actors know and witness the outcome from the school exhibitions, local people are often inspired to continue participating in various school matters.

### **8.5 Establish and strengthen school/parents/community partnerships**

Research evidence suggests that the essence of the most successful school improvement rests on the schools having a range of vigorous collaborations with internal and external partners/partnerships from parent associations (Miller, 2016). Such collaborations sit beside enhanced participation of local communities living near the schools and the IDPs to industry. Schools/school leaders/families and the wider community must engage predominantly in both types of partnerships (pragmatic and strategic). In this respect, pragmatic partnership sits as a short-term or one-off goal, primarily for issues in need of immediate reaction. It excels the effects and outcome while the strategic partnership has potential to bring longer-term benefits to schools (Miller, 2018c). Significantly, this strategy enhances all partners' active participation when its impact unveils partners' initiated and facilitated school improvement, whereby students get a 'unique' learning experience. Head of School 2 is very explicit: "to be honest this strategy seems very useful to us as school leaders for promoting enterprising and entrepreneurial cultures within our schools. As we all see each other as partners", while Head of School 4 concludes: "it even makes the local community as the immediate beneficiaries of the schools. They feel very proud of good outcomes from what they invest in the schools for their young generations".

- ***Teachers and parents visit each other and counselling***

Researchers on this strategy for CP in education governance and other public sectors (Sheldon, 2010; Uemura, 1999; Epstein, 1995) place teachers/parents/local community partnerships as a potential impetus for effective local educational leadership and school improvement. However, Sheldon (2010) elucidates that teacher, and the wider community must jointly create “a school-caring community”, where all parties maintain a very close rapport and see one another as partners under the LGAs’ guidance, and thereby, Uemura (1999) establishes that such partners visit, consult, and counsel one another. Study findings show this strategy commonly recurred in two schools, particularly Schools 9 and 3, where the heads of schools described it as a “one-to-one strategy” that works and seems useful though not with significant impact in schools and households as an endeavour to build and strengthen the partnership (Epstein, 1995).

For instance, “I have designed a regular teachers’ visiting and counselling schedule for parents and local community members to each ward locality. That’s where always we talk with local community members, encourage them that we are together and discuss many issues that solve problems of this school” (Head of School 3). Alongside teachers’ efforts to improve students’ academic performance, especially Form II and IV students who are close to sitting national examinations, Head of School 9, through such a “one-to-one strategy”, explicitly illustrates:

“I have divided my teachers that each having 15 students of examination classes which I call them; ‘*academic-children*’ and make a close follow-up of each one at school and visiting parents at the household and of each student. When teachers meet parents of each student in each group, guide, and counsel those parents needing them to participate in managing the school. But emphasises families to monitor students’ academic performance effectively and contribute some money which will help us to purchase teaching-learning materials including chemicals for examination classes” (Head of School 9).

Importantly, Chairperson of SGB 9 describes this strategy’s aim to ensure that “teachers and parents visit each other and involve families in the process of engaging the wider community to act together as



‘team management’ to create better programmes and opportunities for students’ learning and success”. In this strategy, one acknowledges: “Indeed, it helps us feel valued by teachers, and it has encouraged me to visit them at school when I have time but also attend school meetings that engage us”, (community member, FGI 9). Nonetheless, one talks about his re-joining others in developing the school after receiving teachers’ guidance and counselling them as he admits: “I didn’t have cooperation with teachers earlier, but since they visited me many times, they activated me, and nowadays I feel very responsible to visit the school and attend meetings as the school is ours” (community member, FGI 10).

Importantly, this strategy enables all the engaged parties as partners to counsel each other on how to improve students’ attendance and academic performance, and the research actors also describe it encouraging participation of the wider community in furnishing various required school resources. This *enabler* concurs with Epstein (1995:701), who argues that this strategy motivates partners to share their common interests and responsibilities that “creates better programmes and opportunities for students’ learning”. However, Sheldon (2010) considers it as *an activator* that enhances active cooperation (Chrispeels, 2006) between schools and the community. This strategy inculcates a sense of community belonging and ownership of the schools from sharing interests and working together as partners but “when strategic arrangements are well set to cement this approach” emphasises a community member in FGI 6.

***Reminders and sensitisation:*** A big debate rested on this sub-theme as it recurred across all studied cases. Research actors in the LGAs maintain they often remind and sensitise local people about their roles, timelines, and delivery pathways contributing toward developing the schools. Echoing many voices of his LGA colleagues, WEO 7 says: “We are used to reminding and sensitising them in our local community meetings even at school meetings”. Likewise, one accentuates:

“I have a schedule of more than four times a year visiting the schools. Normally, we include ward education coordinators where we talk with teachers, parents and other local people just reminding and sensitising them to participate fully in managing the schools” (DSEO – an overseer of Schools 1 and 2).

Unfortunately, there was no consensus on this strategy since the research actors across all FGIs agreed against the LGAs’ assertions on this strategy. In FGI 5, one reports: “I have never received any reminder or sensitisation from anyone rather than only calling us whenever leaders wish and forcing us”, whilst another stresses: “No reminder, but if we see them calling us, they only need money or physical resources for that school” (community member, FGI 12). On the other hand, another argues:

“If we could have reminders and sensitisation, no one among us could be left behind. However, our leaders often do things at their wish whilst we know nothing to do out of being driven as trolleys” (community member, FGI 7).

Importantly, this debate on *reminders and sensitisation reveals that both* rejuvenate local people’s activeness in their roles, timelines, and delivery pathways (Sanders, 2003) as the actors describe it as a turning point in a well-cemented partnership. This corresponds with Parry *et al.* (2014) in line with Paul *et al.* (2006), who insist that the more the collaborating parties remind and sensitise one another, the more clearly, they share the vision and objectives of their partnership. Reflecting both the actors’ responses and the supporting literature, reminders and sensitisation motivate the participation of communities when applied alongside providing communities with freedom of voicing and valuing their initiatives.

## **8.6 Suggested strategic enablers**

An exciting outcome of the study findings reveals that although authoritative bureaucracy seems to override the existing devolved power to the lower organisations (URT, 2014), the actors all place the most importance contrariwise. They emphasised what they predominantly call “appropriate strategic arrangement” to motivate the active participation of local people. Most

recurring themes are *robust democratic school governance architecture, empowerment, and openness and transparency to build trust*. Most research actors remain explicit that these strategies are all lacking for them. Of note, the actors' emphasis on these themes corresponds with findings reported by education researchers Tschannen-Moran (2004) and Power (1996), who insist that democratic practices often attract people to participate fully beyond an expected limit since each one's potential feels unleashed and valued. This chapter explores the strategies above in detail as research actors recommend.

- ***Robust democratic school governance architecture***

*Broadening the current focus*: The findings unearth that although research actors at the LGAs are confident that public schools in their areas of jurisdiction are democratically governed, most research actors' experiences did not reflect this governance due to barriers outlined in this study. Hence, it informs the essence of the majority emphasising the need to *broaden the current focus* of establishing close relationships and connections from the traditional parental engagement to engaging the wider community in the school functions and meetings. Most research actors suggest the need for widening participation. For instance, one articulates:

“We all built the school. Therefore, community members all should be equally invited to attend school functions and meetings than currently considering only parents of students. This will motivate everybody to attend, listen and willingly contribute to the develop the school” (community member, FGI 8).

When local education leaders incorporate the community initiatives and voice in managing school improvement, it motivates them. It inculcates a realistic sense in them that they own the school (Rowe and Frewer, 2000) although it must be under the policy context.

This issue of *broadening the current focus* corresponds with Agyemang's (2012) report that since the positioning of public schools is based on making them a resource for the entire community, the task of managing the schools must cross boundaries between school and home. This action becomes more than solely traditional parental engagement to incorporate the voice and resources of the wider community (Barbuto *et al.*, 2004), not only building a sense of owning the school in all community members, but also supporting and motivating everybody to willingly attend and sustain the development of the schools (Bray, 2003).

***Community voice and vote:*** Most research actors recommend that community voice and voting on who should represent them in representative bodies should equally receive recognisable identity. Also, it must ensure that responsible parties all “retain this very important in decision-making, implementing, monitoring and evaluation” (community member in FGI 2) to ensure capable team management. In the other setting, some are very explicit (see additional quote cited in Appendix Nine, table 7.13 – third row):

“I can be active to join there if our voice equally becomes part of others' voice in decision-making teams but not as usual a listener” (community member, FGI 11).

In conjunction with these statements, a community *voting* for their representatives builds confidence in their participation and liaison with their representative bodies. Although teachers and LGAs are satisfied with the appointees representing the community, as WEO 9 argues: “They are from amongst them, so no problems”. Head of School 3 illustrates: “I don't see any problem on this issue”; the majority contends that this is the opposite of participatory democracy as they elucidate:

“They can motivate us more and make us feel that school is ours when we also vote whom we see appropriate to represent our voice there and answerable to furnish us feedback” (community member, FGI 12).

In conjunction with the assertion above, research actors all agree that realistic participation of the wider community cannot be fully comprehended unless their *voice* and *vote* equally achieve recognisable identity in school decisions. This emphasis concurs with the report by Mishra (2014), who argues in common with Sheldon (2010) that robust democratic school governance reflects retaining the wider community's voice alongside other responsible parties in making decisions related to school development.

However, this practice is not an easy task Sheldon, (2010). Henceforth, educational leaders must build the professional capacity of school leaders, teachers, local leaders, and the community. They must engage in collaborative and consultative decision-making (Miller, 2018a) to undertake effective community mobilisation (Zachariah and Soorya, 1994) and resolve conflicts of interest. This makes them all act as partners to attend respectfully and appropriately to the needs and requests of families/local community members with diverse cultural, ethnic, and socio-economic backgrounds (Miller, 2018a:165). Most research actors describe this circumstance suggests devolving power to the grassroots level to build a bottom-up approach that offers local communities an opportunity to voice and practise their initiatives, and vote for their representatives in SGBs and others under the LGAs' guidance. Nevertheless, to achieve all these, consistency, and empowerment matter.

**Consistency:** Findings uncover that most research actors believed that collaborating with the wider community makes sense when the schools and LGAs function under a real open-door policy. When Chairperson of SGB 3 describes the school as being under democratic school governance, he maintains: "We need to have a true open-door policy. The policy helps to ensure that if this school depends largely on community inputs, the wider community and parents of students should equally be fully involved and collaborated". Most research actors emphasised the development of a clear and realistic shared

resource plan and vision of the objectives of CP. One highlights: “Avoiding contradicting messages from different government departments to the community on this role” (community member, FGI 4). The target here is for all to have the same focus and make them aware of why to engage them. However, “it does not mean the community will be sharing everything as some are subject to be done by the school the professional staff only,” argues Head of School 8. Added to this, one emphasises:

“Schools must develop a true open-door policy in practice and give us all equal opportunities to visit school at any working hour to advice and give challenges, opinion. And suggest a solution to school problems but our leaders should stop inconsistent messages as they contradict us” (community member, FGI 7).

*Develop a clear and realistic shared resource plan:* Some add that this includes re-aligned school funding streams and cycles, including timelines and delivery pathways. One in FGI 9 establishes: “We need to know what resources everybody should offer through getting feedback on the provision and collection” while in a different setting, her fellow clearly states: “When anything subject to be shared, but clear and realistic at agreed timelines and delivery pathways, no one can hesitate to contribute to the development of the school actively. The government must review and improve its budget in funding the school, and our inputs should be planned considering our earnings and time to motivate us” (community member, FGI 10).

Themes in the analysis of the interview responses above correspond with the research report by Parry *et al.* (2014) in line with Hoy and Miskel (2008). These researchers all emphasise the need to embed robust democratic governance of the school with a clear and realistic shared vision of the objectives and plan of resourcing the schools. Importantly, these all must be consistent in maintaining such collaborative and consultative decision-making (Scott, 1987) to guarantee school leaders take advice from parents and the entire local community, and share required resources for increased accountability (Miller, 2018b). Research actors claim this can pre-empt contradicting

messages from different government departments to the community related to their participation (Giddens, 1984) because of the maintained consistency.

- *Empowerment*

Interestingly, although findings uncover very little compared to what literature broadly informs about empowering communities, both retain *empowerment* as a vital tool of motivating active participation of communities in their areas of jurisdiction. Since research actors all identify education as a liberation tool that Chairperson of SGB 9 refers to as “a capacity-building enabler”, the majority suggests having an effective capacity-building programme aimed at mobilising local communities. In this respect, findings from the interview responses throughout all studied cases advocate routinely educating, sensitising, and reminding all local people about their roles, boundaries, and outcomes under effected PTMM, as this study proposes. Some call it a “team management approach” (Head of School 11) of public development projects. This PTMM is evident in the following interview extracts (see additional quote cited in Appendix Nine, table 8.13 – fourth row):

“They must inform us and thoroughly educate us through seminars, workshops and conferences to help us to understand our participation boundaries in managing the schools. The training should consider what each part should do; the community, school professionals and what should both we community together with the school management” (community member, FGI 3).

The extract above implies that most research actors believe that through training about this topic and its practice by experts from outside their ward localities, it will highly motivate all local education actors (families, school leaders, teachers, community, and LGAs) (NLC, 2006). Nonetheless, during the interviews, the majority justified why they prefer external experts for capacity-building and community mobilisation training in the context of PTMM. “We are very used

with our local leaders, yet they have done nothing to empower us in this, but most of us need a new face,” says community member, FGI 12. At the same time, her fellow maintains:

“The problem everybody forces us as per personal wish, we all need to learn on how to ensure our participation function appropriately to support students learning and achieve their dreams” (community member, FGI 5).

The assertion above concurs with Howard-Grabman (2007), who establishes community mobilisation guidance on top of Bray’s (2003) report that the government and NGOs must organise all local education actors' practical training. Such capacity building must focus on how to effectively incorporate CP at all local school decision-making stages so the schools will prosper immediately. Chowdhury (1996) and Paul (1986) recommend the same practices that effective capacity building sits on educating, sensitising, and reminding them regularly about their roles, participation boundaries, and outcomes. Being aware that community members are heterogeneous, and not all are literate (Ranson, 2004), this approach motivates community initiatives to join and works in PTMM though the prevalence of the authoritative bureaucracy seems a threat. Miller (2017) recommends that it needs government to clarify immediately, as Miller (2018c) underlines to provide students with a unique learning experience. However, when power remains truly devolved at the lower organisations (URT, 2014), as described by research actors, it becomes easier to empower communities and incorporate them to identify and work on schools’ unmet needs. However, to achieve this, findings in this study suggest openness and transparency build trust for each part.

- ***Openness and transparency to build trust***

Throughout the interviews, trust remains the predominant mentioned theme through commonly used words such as ‘feedback’, ‘openness’, and ‘transparency’. Most research actors describe that trust is a critical impetus for active CP after the adequately secured positive relationships and



cooperation amongst schools, LGAs, and local communities in managing the schools. This belief agrees with Tschannen-Moran (2004) that being open and transparent to one another builds trust between school leaders, teachers, LGAs and local communities in all issues related to managing the development of schools.

Most research actors have debated much without consensus as the majority do not trust LGAs and school leaders. While the majority grassroots population stress the “need of leaders being trustful to motivate communities” (community member, FGI 9), LGAs maintain commitment to building trust by providing feedback to ensure openness and transparency to the local people (Street, 1997) they serve. “Giving feedback to our local people is among our priorities to ensure that we are very open and transparent to them” says WEO 2. However, Head of School 5 emphasises: “Without being open and transparent to them, we could lose trust and have a very bad relationship”. On the other hand, WEO 12 states: “Normally, I ensure they get feedback and reply positively all their challenging questions to build trust between us, otherwise, it could be very difficult to lead these people”. However, in all FGIs, research actors commonly insisted that trusting each other emanates from being open and transparent to each other. Also, the adequate provision of feedback which currently all these are missing must be maintained (see additional quotes cited in Appendix Nine, table 8.13 – fourth row):

“If they need us to continue participating effectively, school leaders and LGAs need to change themselves first. We need to be routinely informed at our agreed timelines about our contributions; how much collected, how many contributed and who didn’t and what steps taken against them, expenditure, balances and what should be our next priorities” (community member, FGI 9).

One agreed when describing the assistance (if any) the schools or LGAs receive from outside their localities: “It is not sinning to let us know and give advice about donations or any sort of financial or physical materials from let say World Bank, NGOs, parents support groups and individuals”.

Most research actors advised both parties to have direct communication between school and the local community for easier accessibility. In this strategy, Head of School 6 states: “It will help us to easily invite, educate and sensitise local people. Thus, local community members all will join us in our school meetings instead of only waiting for local community meetings which in some instances a year can pass without it”. His colleague at School 12 adds that “this will minimise bureaucratic ambiguity which blankets effectiveness of this practice”. On the other hand, one in FGI 1 illustrates: “A close communication between us and the school will foster close interaction with teachers but motivate us to build a sense that the school is ours”. Therefore, as authoritative bureaucracy currently limits the opportunity (Bryk and Schneider, 2002), actors in FGIs all maintain that this opens the door for frequent visits to the school and directly share many issues with teachers for school development.

The analysis of the interview responses reveals that furnishing communities’ feedback regularly as an update of their participation and other school matters, encourages them to participate without hesitating. Watts (2012:135) establishes that “trust-building is the essence of effective, meaningful and cooperative relationships in an organisation”. Added to Watts’ assertion, research actors believe that building *a relational trust* fosters what Duignan (2006) refers to as a close communication in collaborative teamwork between the community, LGAs, and schools for the children’s success. According to many educational works of literature that illuminate the value of building trustful relationships, responsible parties must be open and transparent amongst themselves (Kutsyruba *et al.*, 2011), as the findings of this study represent.

Generally, though this chapter delineated what LGAs, and school leaders thought could be appropriate motivation strategic arrangements to enhance participation of communities, evidence in chapters five to seven unveils meagre community attendance. Overwhelmingly, the majority of local people have predominantly lost the desire to participate in managing schools. Henceforth,

they recommended that LGAs and school leaders must have explicit robust democratic governance of the schools to re-align the current focus to widen participation, offering community voice, and voting for their realistic representatives and unambiguous community representatives, a recognisable identity equally alongside all other accountable parties. However, Chapter nine provides a summary, conclusions, and precise analysis of the contribution of this study in managing education and school improvement and recommends what LGAs should do to improve this approach under the inquiry.

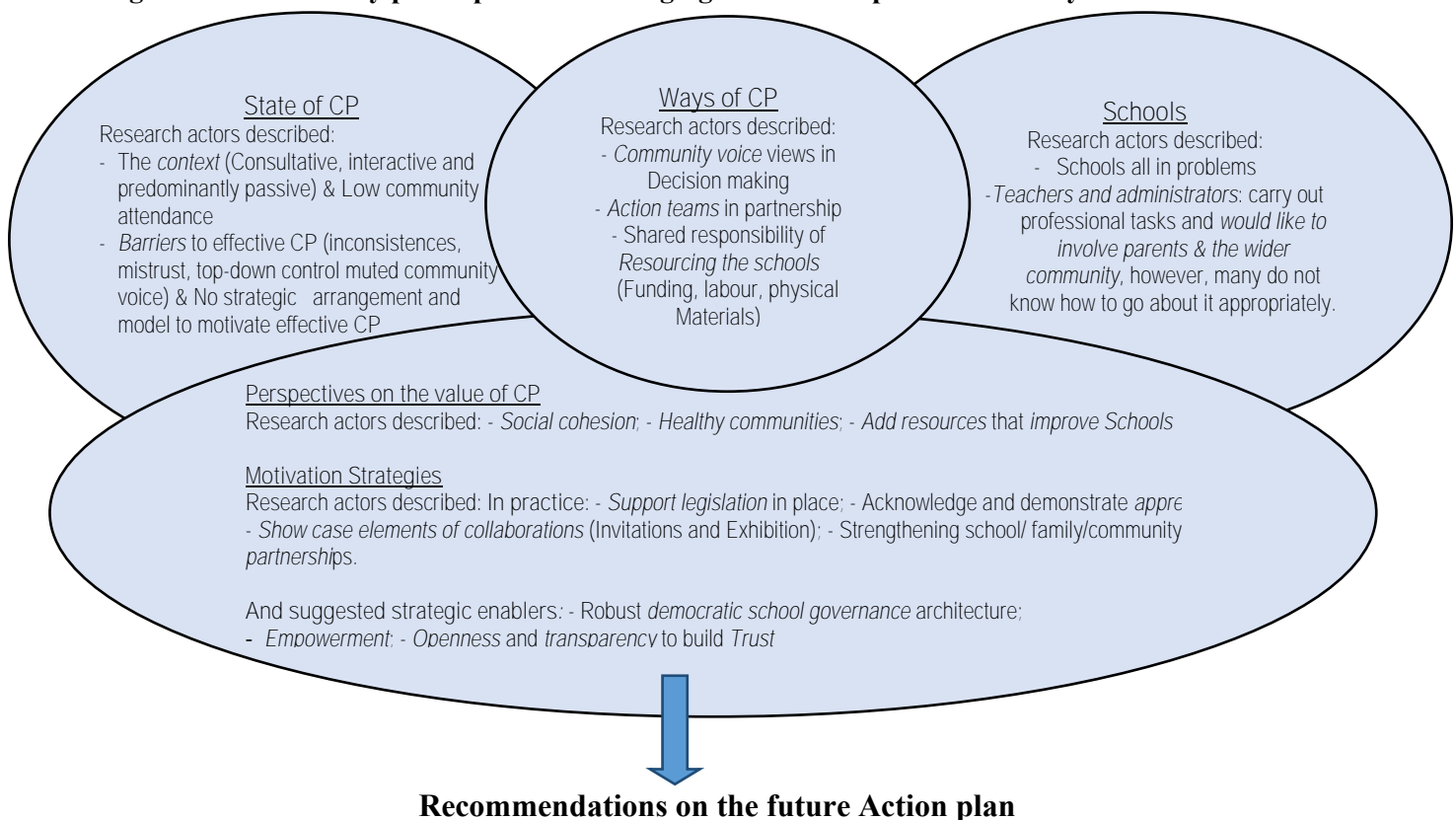
## CHAPTER NINE

### Summary, conclusions, and recommendations

#### 9.1 Introduction

This thesis vigorously established that CP is a vibrant resource that extends limited government resources in developing public schools. When LGAs and school leaders motivate communities adequately under the influence of the open-door policy, they play a vital role in partnership with schools, LGAs, and communities to improve the schools. Figure 9.1 presents the findings of this study that show the experiences of CP in managing local public secondary schools.

**Figure 9.1 Community participation in managing ward-based public secondary schools**



Source: Field data (2015)

Figure 9.1 offers a general view of the whole situation alongside ways they participate and their perspectives on their participation value. The findings uncover that the motivation strategies used by both LGAs and schools to encourage active CP are unsuccessful because community attendance mainly decreases, and the schools remain in trouble as they predominantly depend on community inputs. However, to guarantee the active participation of communities, research actors all illustrate a robust democratic school governance architecture because it equally embeds the wider communities' voice and votes in school decisions and the opportunity to practise their initiatives for sustainable school improvement.

When the schools and LGAs function under a genuinely open-door policy, evidence from the findings reveals that consistency in terms of realistic shared objectives and plans of resourcing the schools, openness, and transparency builds trust among all parties and eliminates contradictions. All research actors remained confident that where a truly devolved power and education build capacity in them, they can effectively manage the schools. These strategic motivation arrangements alongside those currently in practice contribute to strengthening this approach's effectiveness in improving public schools.

Whilst figure 9.1 simply offers a general picture of the study; it gives a turning point for this chapter to examine the four research questions set out in chapter one. The first section of this chapter briefly offers a review of the findings to contextualise the new model that this study presented. Then, the chapter synthesises findings into broad conclusions emanating from the research and provides a recommendation. Next, it presents the implications of the findings overall, limitations, and suggestions for further research. The chapter ends with a concluding summary and final reflection.

The research questions that guided this study are:

1. What is the existing overall situation in terms of indicators, types, and barriers of community participation in managing public secondary schools in their ward localities?
2. What methods are used by community members to participate in managing public secondary schools in their ward localities?
3. What is the people's perceived understanding of the value of community participation in managing public secondary schools as expressed by different actors?
4. What motivation strategies are deployed by the ward-based local authorities and the school leaders to enhance active community participation in managing public schools in their ward localities?

## **9.2 A brief review of the findings**

Literature about CP brands this approach variably: some call it community involvement (Bray, 2003; Sanders, 2003) or public engagement (Epstein *et al.*, 2010; Barnes *et al.*, 2007), advocating that this approach is a vibrant resource in achieving a sustainable public development project that affects people's well-being. Likewise, literature about engaging local communities in managing public schools in terms of partnerships continues growing (Bray, 2003) extensively. Nonetheless, the findings of this study divulge that the literature on how communities participate in managing schools has not answered such important questions.

Researchers in education (Mishra, 2014; Ranson, 2011; Bray, 2003) illuminate what constitutes CP and emphasise building the partnership between schools and the community. Mishra (2014) includes its value in school improvement; however, the school relies on community input more than the government for its development. Such reliance is evident (Ranson, 2011) in both the literature and this study. Notwithstanding the actors being confident with the outcome of this approach, barriers are described by the research actors as an essence of the declining community

attendance (Bray, 2003). Despite the school leadership seeming decentralised in the policy context, findings reveal that authoritative bureaucracy overrides opportunities of the communities in the decision-making team.

Nevertheless, their representative bodies are not realistic as they do not reflect community voice and vote as leaders hold the power of appointing community representatives. However, the action of collaborating with communities in sharing responsibilities and resourcing the schools reflects the broader framework (Hoy and Miskel, 2008) of this study through the school open-door (policy) system (Giddens, 1984). This setting allows school leaders to exercise contingent management (Scott, 1987) that calls for community support in addressing problems that schools encounter as per the contexts where it works (Bush, 2011).

### **9.2.1 The existing overall situation in terms of indicators, types, and barriers of community participation in managing public secondary schools in their ward localities**

To achieve sustainable development of any public development project of the required quality, stakeholders need a joint effort whose well-being is affected. Tanzania's ETP made it clear that management of education shall be decentralised to the lower organisations to engage communities in the areas of their jurisdiction (URT, 1995; 2014). This setting aimed to ensure that schools and the broader communities work collaboratively as partners in developing schools and ensure children receive a quality education. In this study, the findings in section 5.3.2, as discussed in section 5.1.2, reveal all research actors were proud of having schools established by very interactive local CP.

Astonishingly, there is no implication in this research that communities participate as they did when establishing the schools, as the findings unveil their participation is mostly passive as top-

down control overrides the opportunity of the wider community to be part of the decision-making team. Agyemang (2012:268) mirrored that as “practices of managing schools based mainly on authoritarian ethos and values, the LGAs, schools and communities remain only implementers of the mandatory national policies and directives”. As supported in the research by De Souza (2008), these circumstances in line with Stone (2001) demoralise communities and are vigorously reflected in this study as articulated by the actors.

This research agrees with other studies (Miller, 2018c; Auerbach, 2009) in supporting building partnerships that encompass communities and school is vital to success in effective school leadership. These studies on school leadership and external relations offer substantial guidance in developing close relationships and connections with the wider community in the vicinity of the schools (Epstein, 1995). In exploring the overall situation of CP, findings unearth that as a close interaction remains traditionally limited to parents of students only, the wider community feels it is none of their business. This context becomes an impetus to many dodges unless enforced by the legislation put in place in furnishing the schools’ required resources.

These barriers have resulted in meagre community attendance in managing the schools, despite their awareness that the schools have problems, and their development predominantly depends on their active participation due to limited government resources. However, for communities to collaborate on solving public school problems relies on a dimension of effort to pre-empt barriers and also *a will, choice, and opportunities* for them to share their initiatives. Importantly, this study also illuminates that communities participate when consulted if the school and LGAs find that only through engaging them can school demands and problems be cleared. The researcher further argues that as the school functions and development are indefinite entities, routine participation of communities sounds worth being emphasised by the research actors as this inculcates a sense of



community seeing schools and LGAs as partners in managing the school development. Nevertheless, academics have not addressed an important question outside the remit of this research, i.e., whether, alongside parents of students, communities' participation can be fixed into the school organisation and maintained routinely.

### **9.2.2 The methods of community participation in managing schools in their ward localities**

Most research actors described the methods of CP in chapter five as much of the literature in chapter three corroborated how local communities participate (Uemura, 1999) under the contingent style of school leadership in managing the schools (Kydd *et al.*, 2010). The broader framework (Hoy and Miskel, 2008) of this study explicitly reflected such contingent leadership style (Scott, 1987). Community voicing their views, ideas, and challenges in decision-making through local meetings, action teams for partnerships and community shared responsibility of resourcing the schools are recurring themes throughout this inquiry. Most research actors described that using all these ways, communities in collaboration with other parties managed to establish public schools in their areas of jurisdiction. They are confident that they could do likewise in managing the schools and improving them. However, through school meetings and visits, as findings reveal, communities often voice their views and challenges. In contrast, the authoritative field of power provides minimal opportunity for the wider community's voice in the local community meetings.

As the communities form part of the action teams as described in the findings, functioning in the form of partnerships would allow them to voice their views and other related inputs, focusing on ensuring the best opportunities for students' learning and success. Whilst this functions vigorously in teams emanating from the community itself, such as WDCS, CSCCs, PSGs, and NGOs (except SGBs), community representatives are among members of the SGBs. When community members

vote for who represents their voice in the SGBs, this inculcates a sense of CP in the school governance.

Importantly, this study vigorously presents sharing the responsibility of resourcing the schools. Most research actors were proud of communities funding the schools, parenting to ensure appropriate student behaviour, and learning at home and school. Also, communicating, and volunteering in providing labour in resolving school matters, and required physical materials, notwithstanding the barriers in chapter five, section 5.3.3. The researcher argues that the government must legislate CP as communities play this vital role. Thus, it must apply a clear pattern of sharing resources as the development of the schools largely depends on community resources inputs. Mishra (2014) and Shaeffer (1994) agree that as communities have a vibrant hub of school resources in most developing countries, promoting this approach makes schools have the required resources. Although all research actors broadly agree with this point, their emphasis remains on a clear shared plan of resourcing the schools that would make them give the schools more resources for the best possible outcome for the students.

### **9.2.3 People's perceived understanding of the value of community participation in managing public secondary schools as expressed by different actors**

As it holds an interpretivist stance, a qualitative approach helped to explore actors' experiences and perspectives on the value of CP in managing public schools. As section 3.5 unveils under a subjective epistemological view, all research actors in their natural settings made sense of or interpreted the phenomenon under investigation that it builds social cohesion, and healthy communities, also adds resources that improve school functioning (Ormston *et al.*, 2014). In terms of *social cohesion*, despite community members' heterogeneity based on individuals' education, traditional values, status, and a traditional notion that parents of students are the ones responsible

for managing schools, they can start with what they commonly share related to school development.

Nevertheless, this CP eliminates a sense of a divided community through establishing what Sanders (2003:164) in line with Keith (1996) calls a variety of partnership activities which build vigorous horizontal social ties between schools and the community coordinated by the LGAs in managing the schools. When they see one another as partners working as one team, the research actors agree with King and Zanetti (2005) that this approach makes all parties frequently communicate, plan, and share resources and outcomes of their investment in schools.

The findings show that active participation of communities in managing schools besides other public development projects that affect their well-being builds healthy *communities*. However, the research actors were confident that a well-established *school-community relationship and connections* that are somewhat coordinated by the LGAs, create firm *social capital* (Martin, 2000). This setting develops a caring relationship that involves sharing resources for sustainable mutual benefits between schools for successful students' learning and community development. Recent studies by Msila (2016) in line with Fullan (2001) and Benson (1996), elucidate that within the created action teams, their social capital, without doubt, strengthens *school-community collaborations*. However, research actors in this study broadly admit that schools use community activities linked to learning skills, service integration, and community support as a students' learning resource. Likewise, communities use school facilities for their social and recreational activities, and economic returns are remitted by their employed children once at work.

As revealed in the findings of this study, CP adds resources that improve the functioning of the schools and maximise limited government resources in managing the schools. The literature related to managing external relations in school leadership (Miller, 2018c) advocates that sustainable school improvement rests in the hands of enhanced school leader partnerships and entrepreneurship with communities. This community role endeavours to create friendly students' learning opportunities (Epstein, 1995) for their success. Whilst this is true, as they furnish the schools with their resources (Fitriah *et al.*, 2013), it is evident to agree with Kamugisha's (2017) findings that communities are the core agent of education delivery as school improvement largely relies on community resource inputs alongside limited government resources. However, strategic motivation arrangements matter much to improve this approach.

#### **9.2.4 Motivation strategies deployed by the ward-based local authorities and the school leaders to enhance active community participation in managing public schools in their ward localities**

As described in sections 5.6 and 5.4, the findings in this study unveil support legislation in place, acknowledge and demonstrate appreciation, showcase elements of collaborations and strengthening school/family/community partnerships as the strategies currently applied to motivate communities to participate in school matters. When looking at these strategies, all seem helpful to motivate communities to participate effectively, though not to a greater extent as presented in the findings. Nevertheless, having a meagre community attendance as expressed by all research actors, it is evident that these strategies are too simplistic to meet the goal. The researcher agrees with Baryana (2013), in line with Davies (2011), who argues that not all the motivation strategies may offer the expected outcome, instead of how the intended strategy applies to motivate the community and Barbuto *et al.* (2004) consider feedback from the community matters most.

Notwithstanding research actors all being happy with the school showcase elements of their collaborations, some DSEOs acknowledge and appreciate that all communities contribute to school development. As the government has legislated this approach, they have no problem with it, however, most research actors were discontented with what they considered as inappropriate LGAs' use of the by-laws and judicial bodies (section 5.3.3) which made community members feel humiliated. The availability of such schools in their localities has punished them. In these circumstances, as the government legislated this approach, LGAs use this gateway alongside judicial facility to force communities to participate rather than opening the door to share views and guidance. Also, they could share the way forward on how communities should implement by-laws than just enforcing communities to implement using the judicial facility.

More importantly, robust *democratic school governance architecture, empowerment, openness, and transparency to build trust* are missing strategic enablers that motivate communities. However, democratic governance of schools would vigorously motivate communities to participate (Agyemang, 2012) in managing the schools adequately. The implication of what research data suggests in this inquiry rests on broadening the focus to engage the wider community than only traditional parental engagement, community voice, and vote to achieve recognisable identity in school decisions (Ranson, 2011) whilst maintaining consistency.

Parry *et al.* (2014) elucidate that the government devolving power to the local communities, leads to smooth incorporation of community voice that Hoy and Miskel (2008) emphasise predominantly in school decisions. The *team management approach* enables them to participate at all stages from resource inputs, processes, and outcomes as described in the broader frameworks of this research. Indeed, they described empowering communities in this matter will make sense if the government educates them routinely, reminds them and are well mobilised to stand as one

team. However, each part becoming open and transparent to one another builds *relational trust* as an impetus toward developing a sustainable collaboration for students' successful learning and achieving goals. The potential of applying these strategies in a more structured open-system model is clearly illustrated in the broader frameworks of this study, as indicated in section 1.10.4, figure 1.1, and section 3.3. However, the rigidity of the top-down bureaucracy seems to be a big challenge. Under the recommended PTMM by this study, it would possibly make CP very useful to an expected level.

### **9.3 Conclusions and recommendations**

This study recognised growing advocacy on the participation of local communities in education on the international agenda. It started with the assumption that CP has been a vibrant resource that established public schools in their ward localities, without doubt, they would do likewise to improve the schools. However, success could only occur when they participate effectively in managing the development of the schools. Importantly, as schools are not functioning well, this interpretive research focused on exploring in-depth and establishing a clear understanding of the state of CP, their perspectives on the value and motivation strategies. The interpretive approach of this study allowed exploration of the reality of each participant linked to individual experience and insight.

The following conclusions and recommendations based on the findings of this research, provide a platform to contextualise a PTMM proposed in this study.

***First conclusion:*** *Communities participate in managing public schools though their participation is predominantly patchy despite the government striving to engage communities for democratic governance in public schools under the policy context.*

All research actors in this research confirmed that communities participate in establishing and developing schools. Their participation is mostly passive, and their attendance is low despite being aware of problems facing the schools and school improvement largely depending on community inputs alongside the minimal government resources. This setting contradicts with how it was very interactive and had elements of partnership with LGAs as the only approach to fulfil government political ambition to get the schools established in each ward locality countrywide.

Currently, communities face several barriers that include lack of power and influence (muted community voice) in decision-making. They experience internal contradictions (politics that inhibit progress, inconsistent messages from different government departments, and lack of cooperation among community members), mistrust, and poverty. Also, they lack an explicit mechanism of community mobilisation.

In these circumstances, policy planners and makers must review the current policy to emphasise a vigorous school and local community partnership at a macro-level. Such a partnership has an explicit guiding framework of ensuring interactive CP to the grassroots policy practitioners in managing the schools. Importantly, the LGAs, schools, and communities must build very close relationships and connections through establishing routinely effective horizontal communication amongst themselves under the policy context. Though this approach seems difficult to achieve under the existing traditional top-down control, it works under decentralisation by a truly devolved power of managing public development projects. In this context, LGAs and other parties all see one another as partners obliged to work as one team cooperatively in creating opportunities for students' learning and success. Additionally, leaders, schools, and communities should develop clear shared vision, objectives, and resources across parties, including local political parties, to ensure consistency and active cooperation.

***Second conclusion:*** *Schools' and LGAs' collaboration with communities is a vibrant resource for sustainable school development.*

All research actors in this study describe communities voicing their views, ideas, and challenges in decision-making through local meetings, forming part of the action teams for partnerships, and sharing responsibility for resourcing the schools. These are specific ways through which communities participate in managing the schools. Indeed, educators need to understand more about how communities participate in managing the schools and use this knowledge to enhance the ability to collaborate with all parties. The outstanding questions remain on how far the ways remain practical and realistic enough to engage all community members to stand as one team to bring about intended sustainable school improvement and communities building a sense in them that the schools belong to them.

This study reveals that as they consider traditional parental engagement as CP instead of engaging the wider community, the community voice comes from the parents of students and the few volunteering non-parents rather than from the wider community. Likewise, community representative bodies as *action teams are made up of the appointees* by a more authoritative bureaucratic appointee than community vote for their representatives in school governance.

The focus of this approach must be broadly re-aligned to equally engage the wider community voice ensuring that receives a recognisable identity in decision-making teams to attend school functions and meetings than currently considering only parents of students in managing schools. Added to this, *in governing the schools, the community should vote* for who should represent them in representative bodies and retain this as it builds confidence in their participation and liaison with their representative bodies. LGAs must incorporate communities from making needs assessment to evaluation level. However, a top-down approach and a common notion that parents should be



more responsible than non-parents may be a threat, educators through formal programmes should conscientise and educate all parties to resolve the matter.

To resource the schools, as inconsistency is a major complaint of most research actors in this study, schools and LGAs must ensure consistently clear, shared, and agreed realistic timeline and delivery pathways. They must reflect wider communities' voices and freedom to practise their initiatives aimed at managing and improving the schools.

***Third conclusion:*** *The potentiality of community participation rests not only on school improvement but also on the community itself.*

Most research actors describe this approach as not only adding resources that improve the schools' best possible outcomes for student success but also its value goes a long way to building social cohesion and healthy communities. These both develop strong social ties and social capital amongst them, making schools and communities feel connected to each other. Most research actors emphasised that students use the integrated community activities and programmes embedded with learning skills as a learning resource, whilst communities use school resources for various social activities and socio-economic returns for sustainable community development. They markedly foster social caring relationships and interpersonal connections, involving a prevalent influence between LGAs, school and community. These circumstances may guarantee a long-term resource hub for both sustainable school improvement and community development and education stakeholders. Therefore, LGAs, educators, education planners, and practitioners must conduct regular workshops, seminars, and drop-in sessions, aimed at sensitising and educating all responsible local parties to eliminate a sense of a divided community in managing the schools.

They should design a variety of school-community partnership activities under the LGAs. Although top-down control seems a challenge, the decentralisation policy that has devolved power

of managing education to the LGA level may be a fruitful gateway of stabilising school community collaborations for student success.

***Fourth conclusion:*** *Schools and LGAs do not use rigorous strategic motivation arrangements – likewise, PTMM to enhance the active participation of communities.*

This study did not provide evidence that the schools and LGAs use robust motivation strategies in a structured way, nor do they have and feature CP in the school organisation chart. These circumstances could make communities build a sense of being part of school leadership teams; their participation remains an obligation. The existing motivation strategies are too simplistic to persuade active participation. The mentioned partnerships and community representatives in the SGBs do not reflect a realistic community voice as they are not aware of their representatives and feedback.

This research, besides the strategic enablers suggested by the research actors, aimed to provide a *PTMM that supports schools and LGAs to ensure a robust democratic governance architecture is in place effectively*. Interestingly, PTMM critically reflects an actual school open-door policy as revealed in the broader framework of this research. The PTMM must encompass a wider community voice in school decisions, resources inputs, and processes as well as making all accountable for the student's behaviour, learning and academic performance, and the outcomes.

***Fifth conclusion:*** *Empowerment determines the ability of community members to all feel confident to participate fully in managing schools to function well at a required standard for successful students' learning.*

Most research actors acknowledge that community members are heterogeneous in terms of literacy, attitudes, cultural issues, and knowledge on the matter related to their participation. Therefore, to achieve active CP in managing schools as well as other public development projects

is a highly complex and often challenging task. The actors all admit that they are aware of the value of their participation in schools but have no knowledge about the specific roles in managing the schools. Likewise, school administrators, teachers, and LGAs concede that they need to engage the broader communities to work as one team as partners, but they do not know how to achieve it. In this context, instead of narrowing empowerment to the parents of students only as established by many researchers in the educational literature, this research shows that empowering communities and other related parties enable them to develop and sustain active CP notwithstanding the barriers they face.

Therefore, as responsible parties need capacity building, planners, and educators as experts in this field must design and develop educating, sensitising, and reminding seminars and workshops, which will acquaint local people with their roles, participation boundaries, and outcomes to sustain active participation of communities in schools. These must be in line with mobilising communities and their resources to make them build a sense of belonging to and owning the schools as will be engaged at all stages from needs analysis, decisions, the implementation, and evaluation of school development matters.

Additionally, using the decentralised management of education, both macro, meso, and micro government levels are responsible for ensuring a realistic devolution of power to the grassroots level. Here, community voices will have an opportunity in school decisions, including voting for their representatives. Also, it includes the freedom to incorporate their initiatives aimed to improve the schools for students' success. As it may not be an easy process due to the predominance of the top-down bureaucracy, should all the empowerment practices be applied under the policy context, everything will be safe.

***Sixth conclusion:*** *Building and maintaining trust are core strategies that motivate active community participation.*

This research unearths that research actors all broadly recognise the value of openness, transparency and truth in building and sustaining relational trust to enhance the active participation of communities in managing schools. +Many recent educational researchers describe that trust forms the essence of a successful school collaboration with communities. Currently, LGAs and school leaders lack openness, transparency, and truth related to financial matters and external aids (if any) collected for school improvement. It is, therefore, imperative that all parties must be open and transparent to develop a trustful collaboration in managing the schools, which calls for follow-up research to find out possible improvement of this matter in action.

#### **9.4 The implication/contribution of the study for policy, practice, and research**

This research was a multiple nested case study that sampled the population of interest, particularly that of similar characteristics, consisting of 12 randomly selected public secondary schools from 12 ward local authorities. Therefore, it would be appropriate to transfer the findings in terms of their transferability based on the research academic goal, relevance, and applicability to other similar settings and the need for a significant policy review. However, the study findings inform the need for policy improvement based upon a broader picture of the state of CP in managing public schools. This suggestion provides deep insights that inform the educational research agenda, specifically related to the value of CP in leadership and school improvement.

This study sought to reveal and convey an understanding of the concealed meanings and what constitutes CP, barriers, and roles, perspectives on its values, motivation strategies, and related experiences of the five categories of the research actors. However, the contribution of this research rests on theoretical alongside policy improvement, practice, and research level.

#### 9.4.1 On the theoretical level for policy improvement

The study establishes a **strong claim** that informs policy planners, developers, and practitioners to consider it for improving CP in safeguarding teamwork-based education leadership/management and school improvement:

*“There is no way we can separate people and education since we need the education to achieve sustainable development of people, whilst the provision of quality education rests in the hands of effective participation of people as they contribute resources in demand. This study unveils that participation of local people through using their resources in building and support leadership of public schools in their localities largely extends education to the need especially underserved societies across the world. However, this research proves that the failure of schools to function at a required standard is a response of side-lining communities in managing the schools as the governments have very limited resources to manage everything in schools despite the education policy emphasises local communities participation in developing schools. Nevertheless, findings suggest that when local people participate effectively as a theoretical and wider framework of this study suggests under the policy context, without doubt, school effectiveness and its improvement will be achieved for a students’ success.”*

The assertion above implies that the current policy emphasises the decentralisation of management and administration responsibilities of schools to the lower levels and predominantly to include the local communities’ support (URT, 1995:26) is not enough by itself. The study findings inform education policy planners and developers to make explicit policy reviews to ensure effective “decentralised by devolution power of school leadership decisions” which must have realistic robust democratic school governance. The policy should stipulate schools to have SGB that deploys candid “collaborative and consultative school leadership decision-making” (Miller,

2018a:165). This emphasis does not mean that policy should encourage local communities to take professional school heads and teachers offices. SGB meetings should have realistic representatives of parents and community voice elected from the parents and community votes, rather than the current system of appointees proposed by the school heads. Nevertheless, such representatives must be responsible for providing feedback to the parents and the community.

*Importantly*, the policy must provide an explicit framework that guides how educational leaders, particularly public school leaders, should build upon a range of internal and external partners/partnerships to have shared resources from parents' associations and wider community inputs for school improvement. This implies that it should incorporate a specific policy guide for a realistic voice of parents and the entire community representative elects from the community votes to guarantee community freedom to voice and practise their initiatives for school improvement. Also, policy developers and practitioners must streamline the management structure of education, by placing more authority and responsibility on schools, local communities, districts, and regions. However, more interestingly, policy developers must locate the position and describe explicit parent and entire community roles in educational leadership and, more specifically, in school development/improvement.

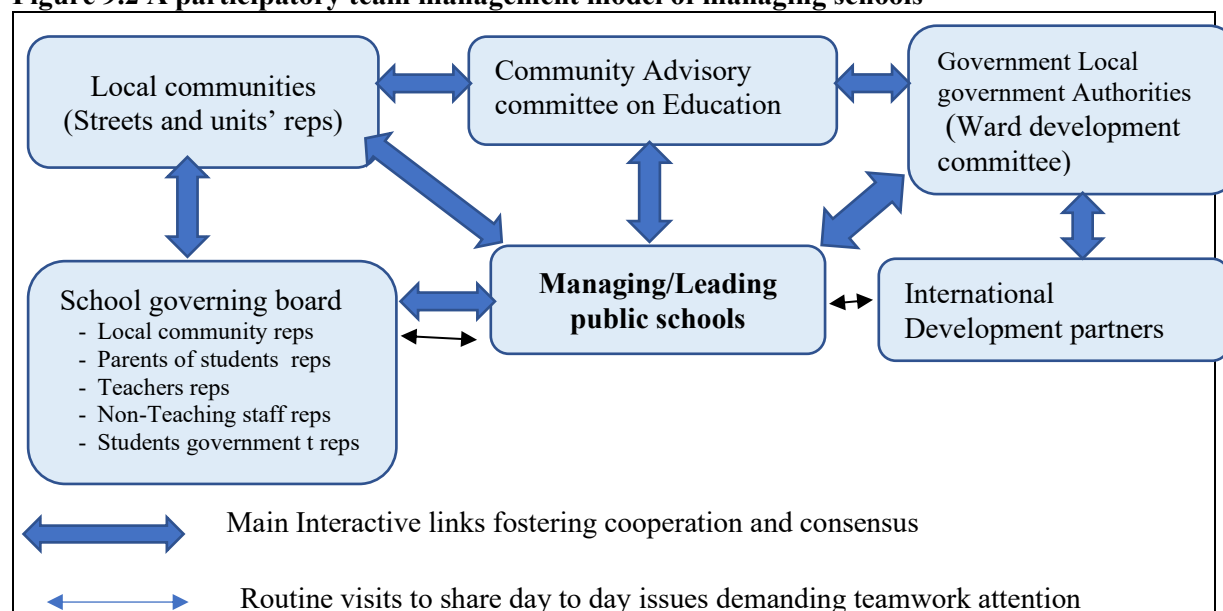
#### **9.4.2 On the implementation level (for practice)**

This study reminds education/school leaders to manage schools under the policy context in practice. They established schools to provide education services within particular communities, and cross-cultural community activities are a learning resource to students (Miller, 2018c). Arguably, research evidence suggests that school leaders' roles must continue to evolve from a traditional managerial/leadership role to a performance-based *PTMM*. They should practise this in the context of the policy framework guidance advised in the last paragraph of section 6.3.1. This

study established this model because it will not only make “school/students, parents/families, and local communities see each as partners as school caring community” (Epstein, 1995:705) *but also* provide students with a unique learning experience.

Nevertheless, PTMM suggests that professional school leaders/teachers and all partners are also responsible for facing tremendous pressure to demonstrate that every child for whom they are responsible achieves success (Miller, 2018a). *More interestingly*, PTMM bears the local community's absolute position, parents of student representatives elected alongside teachers, non-teaching staff, and student representatives. Research evidence reinforces that local education and school leaders must deploy explicit **PTMM** (see figure 9.2) alongside a *strategic community participation action cycle* (SCPAC) in practice in the organisation charts to improve schools under the policy context.

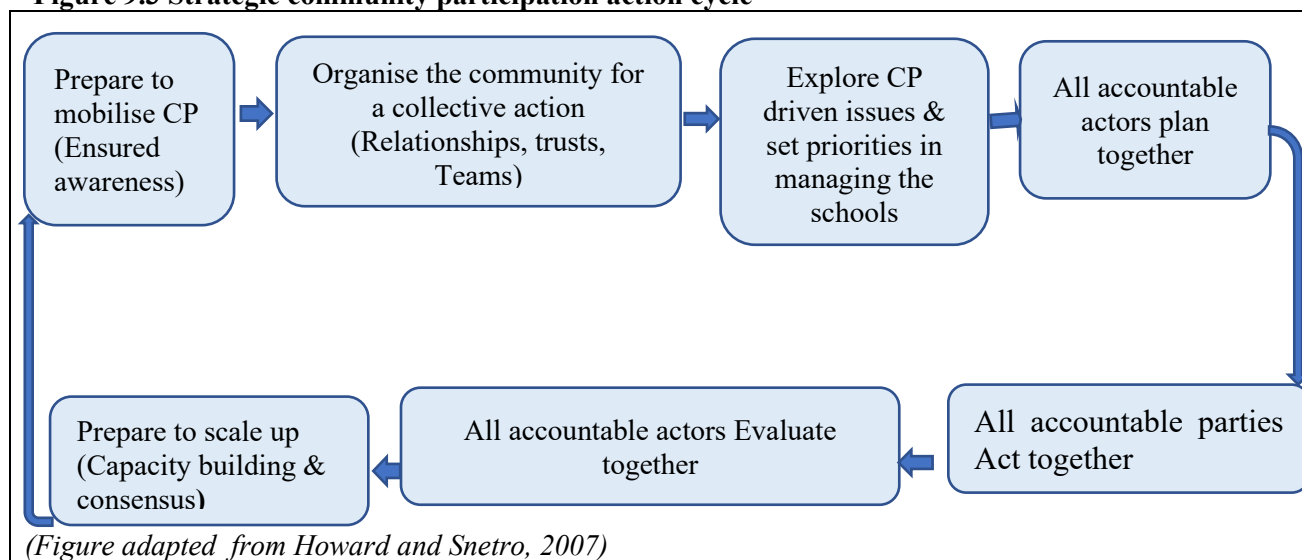
**Figure 9.2 A participatory team management model of managing schools**



The research evidence unveils the ambiguous representation of the parents of students and local communities in the SGBs currently. Nonetheless, PTMM in line with SCPAC broadly places

communities at a realistic shared voice in school decisions and an open and transparent school system at the grassroots level. The PTMM corresponds with the context of the theoretical broader framework of this research. Nevertheless, to implement PTMM successfully, local education or school leaders must apply it through the action cycle (SCPAC) as detailed in figure 9.3 as an endeavour to mobilise and empower them. This model will maximise their participation in managing schools. However, it may be a significant challenge to the current local education/school leaders in practice. They were good at a traditional school managerial role than PTMM and SCPAC as the broad-based teamwork approach. However, research evidence acts as an impetus to educators and responsible others besides the researcher to conduct capacity-building seminars and workshops as the researcher's plan of future action under the policy context.

**Figure 9.3 Strategic community participation action cycle**



Despite some very professional issues needed to employ more instructional education professionals' reactions, figures 9.2 and 9.3 show that they cannot do everything independently because all actors must be accountable for ensuring school effectiveness. This setting recognises the broader communities' voices within school robust democratic governance structures that will



empower them to communicate their thoughts and freedom to practise their initiatives to improve schools. Research evidence unearths that PTMM and SCPAC function well under the context of decentralisation policy by a fully devolved power to the grassroots level than under the existing traditional top-down authoritative bureaucracy. As people are heterogeneous and, therefore, conflict of interest seems a predominant challenge to education/school leaders in practising PTMM in line with SCPAC, study findings suggest a way out which ensures a clear, shared timeline, delivery pathways, and well-informed policy improvement.

Equally, this study insists that in the case of LGAs, they should appoint functionaries on a political party allegiance basis. They must be selected based on merit and trained to make this broad-based approach work effectively and achieve desired results for students' success.

### **9.5 Limitations and suggestions for further research**

As all the nested case studies were WBSS, findings show that their improvement for students' success is predominantly dependent on community contributions. The transferability of research findings is limited to similar public WBSS. There is a need for very comprehensive research on non-WBSS to understand how local community members and parents of students participate in managing such schools as well. Though it seems a complicated broad-based approach for private schools to adopt, it will provide an overall picture for education policy planners and practitioners to explore how to improve CP for pupils' success.

This study concentrated on the roles and experiences of CP and motivation strategies to enhance this approach in managing public secondary schools. However, research evidence cannot be enough to generalise the entire basic education sub-sector unless further research with primary schools facilitates researchers to expand this study's findings.

Follow-up research may be undertaken to eradicate barriers to active CP through exploring how recently developed professional development programmes aim to improve schools. Action research should draw on effective capacity building and rejuvenating resilient partnerships to all actors. It must engage them fully in practising what this study has introduced as PTMM and SCPAC (see figures 9.2 and 9.3) whilst reflecting its complexities and uncertainties globally. This study suggests undertaking further research focusing on trust-building when schools collaborate with local communities for school improvement. Such studies must develop strategic mechanisms to support all collaborating parties, to clear arising mistrust for students' benefits.

## **9.6 Summary**

The primary outcome of this research is that CP influences functional school improvement. Nonetheless, this research unearths a gap in the literature related to CP's roles and experiences in managing local public secondary schools. All research actors were aware of schools' problems as they receive minimal government resources, yet CP is uncertain and complex. Although all research actors acknowledge that these schools' development currently relies on this approach as the only alternative resource, this research unveils that CP remained too passive. Their attendance is too infrequent to bring about sustainable school effectiveness and improvement.

However, the findings show that the few participating community members add resources that improve the schools' function, building social cohesiveness and healthy communities. Such cohesion builds confidence in them that their participation will be very active with robust strategic motivation arrangements. However, when school leaders apply strategic motivation arrangements used alongside truth to restore trust between schools, communities, and LGAs remains a significant part of educational leadership and school improvement efforts. There should be further research and training on capacity building for the communities, schools, and LGAs in terms of the proposed

motivation strategies in this research as a way forward to support and guide them on how to strengthen this participation of communities to transform schools to function as expected earlier.

It is vital to recognise contextual school demands at challenging points of schools, community, and LGAs partnerships in managing the schools. This context will serve professional educators and public development designers to develop appropriate formal capacity-building programmes. The programmes will reflect required skills and knowledge in schools, communities, and LGAs to effectively clear the challenges and complexities of this approach and meet the goal of ensuring friendly opportunities for students' learning and success in the 21<sup>st</sup> century under the policy context.

## **9.7 Final reflection**

This concluding statement maintains the researcher's strong claims and explores some learning from this research:

*“Education can never be separated from the communities (people) as they are part of it, they have their contribution and the two entities depend on each other, and no one can prosper without the other.”*

I have been in the education profession for over 13 years. When I was conducting my formal academic research for the MAED programme, I was proud of a very active CP with minimal government input. They established at least one public secondary school in each ward locality countrywide, which extended secondary education to the previously underserved societies.

Through such research, I realised that the schools encounter constraints that impede their prosperity. When I assessed my undergraduate students during their teaching practice, the schools' situation was expansively worse as teachers and some parents had complaints about the schools'

ill-functioning. This circumstance retrieved my life-long strong belief that wider *sustainable team working never fails in action*, which leaves an outstanding question: *if communities successfully built the schools, they could improve them*. Therefore, when I began my doctoral programme, I was curious to understand the state of CP in working with leaders to drive forward school effectiveness and improvement.

This research has been a long journey as, with an insider's and outsider's lens, I stepped into the LGAs and schools. I struggled to maintain my research focus as this research fascinated all five categories of the research actors. I did not expect the level of emotion that would be showcased variably by all research actors when describing barriers that dissuade communities' active participation in managing the schools. All research actors understood that my research was academic, not action research, and my role as a researcher was not to furnish them with advice.

However, some wanted to learn from our interviews and use the opportunity to reflect on whether motivation strategies they had deployed to enhance CP had been appropriate; if not, what are the best alternative options. Very few were worried that perhaps I was campaigning for communities to replace their school leadership position. However, the majority imagined I went to rescue the existing situation, restore trust, and rejuvenate active CP as they described schools being in serious trouble. Shockingly, most LGAs assumed I went to spy on how they treat communities linked to the subject under investigation.

Nevertheless, as my focus was to explore the state of CP and use the knowledge gained in this research as a platform for the future action plan to improve school effectiveness, I ensured balanced, sensitive, and delicate handling of this situation. This setting taught me that qualitative researchers must be flexible and creative to respond to the unexpected. The research actors piloted

in this research were a potential success. I would like to work more with schools, LGAs, and communities to develop effective and genuine partnerships in educational leadership and school improvement for successful student learning. This thesis's conclusions and recommendations based on research outcomes will help researchers on leadership and school improvement.

This study has already established CP's potentiality and how to make it more beneficial to improve the schools and create students' learning opportunities within and outside the schools. What matters more is to clear all the barriers. Copies of this research will be disseminated to the policy planning department, including the Ministry of Education's secondary and primary education units, to consider it for the necessary policy actions. I will submit articles concerning this research's findings to academic journals and mass media to generate debate on this robust democratic school governance approach in Tanzania. I believe any impact, although small, will be a positive contribution toward active public engagement in managing education.

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## APPENDICES

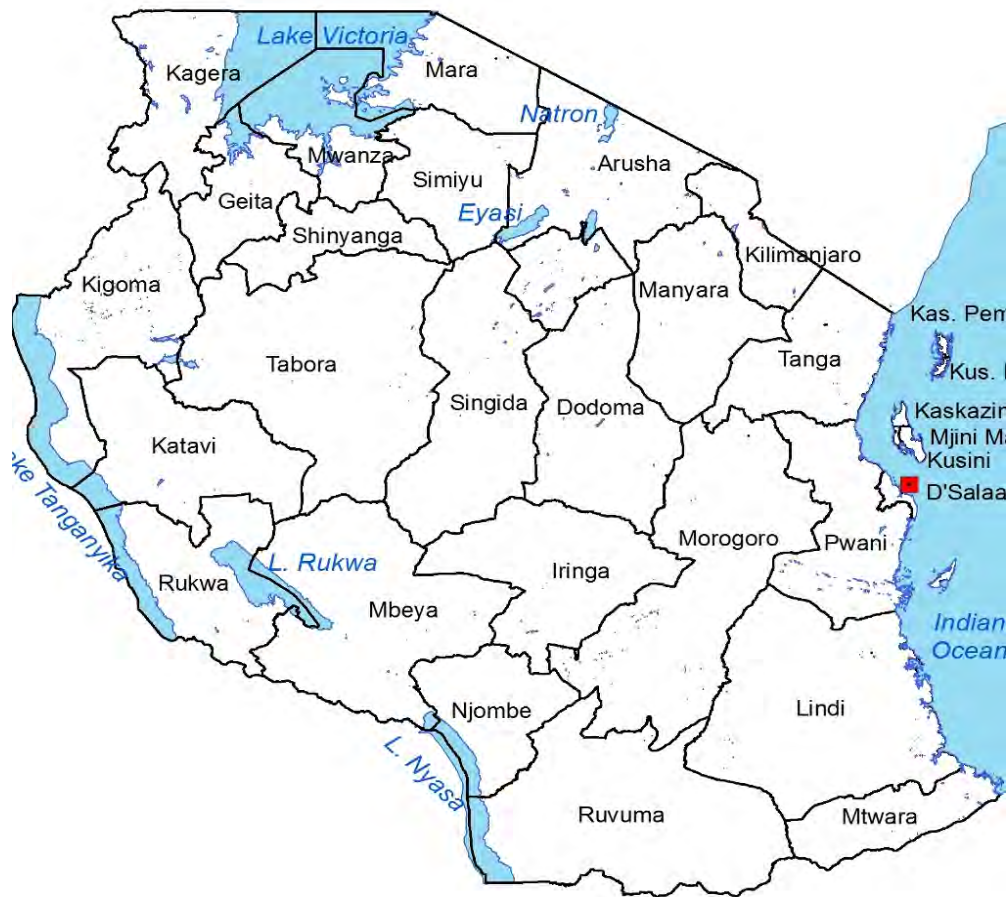
### Appendix one

**Table1. An overview of Literature Review**

S/No.	Names	Countries
1.	Anderson (1983), Balloch (2001), Brehony (1994), Watts, <i>et al.</i> (2000), Bray (1997, 2001) Ranson (2000), Robson (2002), Blunkett (2003), Christensen and Levinson (2003), Delanty (2003) and Taylor (2003) Bush (2003), Wilson and Wilde (2003), Fleetwood (2005), Wedgwood (2005), Leithwood, Day, Samsons, Harris and Hopkins (2006), Barnes (2007), Robinson and Flint (2008), Henderson (2008), and CLG (2008a, 2008b, 2008c) Hodgson, <i>et al.</i> (2010)	UNITED KINGDOM
2.	Bray (1996a, 1999), Midgley (1986), The World bank (1995, 2005, 2006-2010b), UNESCO report (2010), Bamberger (1986, 2006), Dei, <i>et al.</i> (2006)	USA
3.	Bray (1996b), Chowdhury (1996), Zhang & Bray (2013)	ASIA
4.	Bray (2001)	FRANCE
5.	Khalfan (2010), Machumu (2012), Azaveli and Galabawa (2012), Seni (2013), Kambuga (2013) , HakiElimu (2007,2008, 2013), Seni (2013)	AFRICA

## Appendix two

### (a) Research context: A map of United Republic of Tanzania



(Source: National Bureau of statistics, URT, 2013, 2014: pp.1)

#### **Country's Details**

Location: East Africa

Population: 44,928,923

(2012 Census)

Area: 947,303square kilometres

Water 6.4%

Administrative regions: 30

GDP: total: \$ 46.873 Billion, Per Capital \$ 963

Official Languages: Swahili & English

Capital: Dodoma

Independence: Tanganyika: 9 Dec 1961, Zanzibar: 26 April 1964

(b) The Map of the Morogoro Region, Tanzania where the research was conducted



**Area:** 70,624 square kilometers (27,268 square miles)    **Income level:** Low. **Main source:** Agriculture.

The region has acute under-resourced schools and academically ranked the last out of 31 regions 2013/2015 NECTA Results.

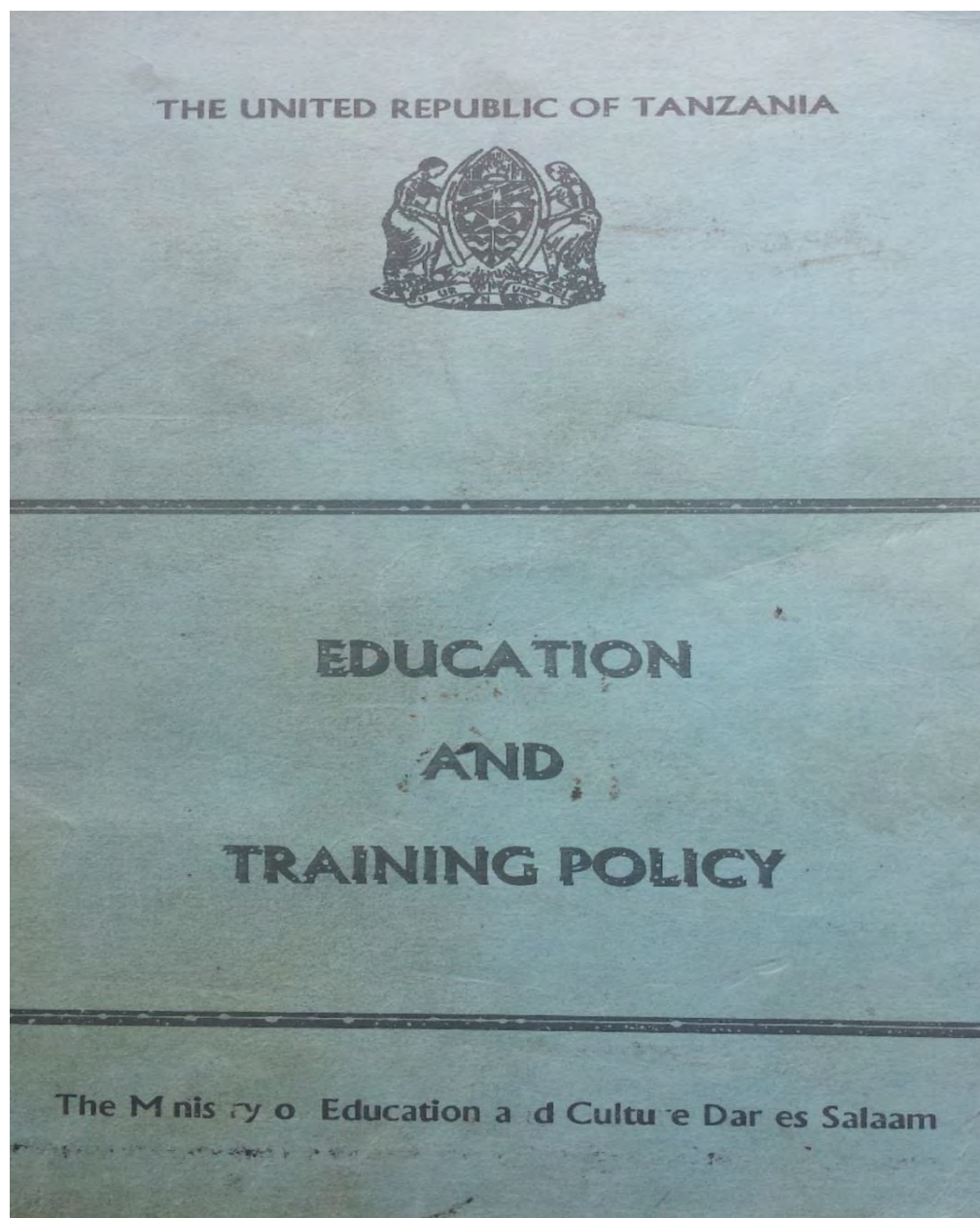
**(Source:** National Bureau of statistics, URT, 2013, 2014:1)

#### **Districts of the Morogoro Region**

Districts	Population (2012 census)
1. Morogoro	602,114
2. Kilosa	438,175
3. Kilombero	407,880
4. Mvomero	312,109
5. Ulanga	265,203
6. Gairo	193,011
<b>Total</b>	<b>2,218,492</b>

## Appendix Three

(a) Education Policy context: Some pages in an English version, 1995





## FOREWORD

A good system of education in any country must be effective on two fronts: on the **quantitative level**, to ensure access to education and equity in the distribution and allocation of resources to various segments of the society, and on the **qualitative level**, to ensure that the country produces the skills needed for rapid social and economic development. Evidence exists to show a very high correlation between investment in education and the creation of national wealth. Despite the rapid expansion of the education system over the last three decades in **Tanzania**, human resources remain seriously underdeveloped. Too few of the working population have adequate knowledge and skills needed to meet the demand of rapid economic development. The potential impact of new technologies in agriculture cannot be realized without skilled farmers. The **shortage of scientists, engineers, teachers, doctors, nurses and other high level skilled personnel in agriculture and industry** deprives the country the ability of adapting and developing new technologies and skills, based on in-country research and applying the results to the local production of goods and services.

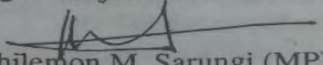
The new Government macro policy which emphasizes, inter alia, increased role of the private sector; continued liberalization of the economy; provision of essential resources to priority areas; increased investment in infrastructure and social sectors and the introduction of cost sharing measures, necessitated a review and restructuring of the education system. This Education and Training Policy takes into account various reviews, reports and recommendations regarding our education system, both internal and external, and is a guide to the future development and provision of education and training in this country as we move towards the 21st Century. The Policy intends to:

- ✓ decentralize education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training;
- improve the quality of education and training through strengthening in-service teacher training programmes; the supply of teaching and learning materials; rehabilitation of

school/college physical facilities; teacher trainers' programmes; research in education and training, and streamlining the curriculum, examinations and certification;

- expand the provision of education and training through liberalization of the provision of education and training, and the promotion and strengthening of formal and non-formal, distance and out-of-school education programmes;
- promote science and technology through intensification of vocational education and training; rationalization of tertiary institutions, including the establishment of polytechnics; strengthening science and technical education, and development of formal and non-formal programmes for the training of technologist;
- promote access and equity through making access to basic education available to all citizens as a basic right; encouraging equitable distribution of educational institutions and resources; expanding and improving girls' education; screening for talented, gifted and disabled children so that they are given appropriate education and training, and developing programmes to ensure access to education to disadvantaged groups;
- broaden the base for the financing of education and training through cost sharing measures involving individuals, communities, NGOs, parents and end - users, and through the inclusion of education as an area of investment in the Investment Promotion Act.

I would like to take this opportunity to call upon communities, parents, local government authorities, individuals, NGOs and donor agencies to collaborate with the Government in realizing the objectives of this Policy.

  
Prof. Philemon M. Sarungi (MP)  
MINISTER OF EDUCATION AND CULTURE  
February, 1995  
Dar es Salaam.



## PREAMBLE

### Historical Background

Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential. In Tanzania, traditional education emphasized principles of good citizenship, acquisition of life skills and the perpetuation of valued customs and traditions. During the German and English colonial periods, education provided was restricted to a few individuals earmarked to service colonial interests. Immediately after independence in 1961, the government passed the Education Act of 1962 to regulate the provision of education. This Act repealed and replaced the 1927 Education Ordinance and was intended to:

- abolish racial discrimination in the provision of education;
- streamline the curriculum, examinations as well as the administration and financing of education to provide for uniformity;
- promote Kiswahili as a national language by making Kiswahili and English media of instruction in schools;
- make local authorities and communities responsible for the construction of primary schools and provision of primary education;

## Chapter 1

### AIMS AND OBJECTIVES OF EDUCATION AND TRAINING

#### 1.1 General Aims

The general aims and objectives of education and training in Tanzania are:

- ✓ • to guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
- to promote the acquisition and appreciation of culture, customs and traditions of the peoples of Tanzania;
- to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;
- ✓ • to develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement;

### **1.2.3 Secondary Education**

Secondary education refers to post-primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements.

The aims and objectives of secondary education are:

- **to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;**
- **to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;**
- **to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;**
- **to provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;**
- **to prepare students for tertiary and higher education, vocational, technical and professional training;**



- 4.3.4** Education and Training Boards shall be established for every region, district, town, municipal and city council and shall be responsible for the management of all levels of education and training in their areas of jurisdiction.

#### **Boards of Education Institutions**

Management and administration of education and training institutions, including primary schools, has to a large extent rested in the hands of the heads of those institutions. This system has excluded community participation and involvement in the management of schools. It is necessary to rectify this system by strengthening institutional Boards/Committees so that institutional heads become directly answerable to their Boards/Committees. In addition, parents are invaluable allies to the teachers. Where there is a good teacher-parent relationship, the development of the pupils is enhanced. The success of such education and training institutions is as much the concern of parents and communities as the teachers. Therefore:

- 4.3.5** All education and training institutions shall have school or college committees/boards.
- 4.3.6** Boards and Committees of education and training institutions shall be responsible for management, development planning, discipline and finance of institutions under their jurisdiction.

ments, the new environment has necessitated new modalities for expansion, ownership and management of secondary schools. In order to meet the challenges of this social demand for education beyond the primary level, the following policies will guide the future provision of secondary education:

**5.4.1 Government shall ensure that the expansion of existing secondary schools and new secondary schools adheres to set government plans for the expansion of secondary education.**

**5.4.2 Urban, district, town, municipal and city councils and authorities, NGOs, communities, individuals and public institutions shall be encouraged and given incentives to establish, own, manage and administer at least one secondary school in each Ward (Kata) in their areas of jurisdiction.**

#### **School Infrastructure and Facilities**

The social demand for secondary education has of late been characterised by the rapid increase of government and non-government secondary schools in many regions and districts. Most of these schools have been established and registered because of political pressures or in competition among groups of parents, NGOs or local leaderships at the regional and district levels. Very often, certificates for registration have been granted without first meeting the set minimum infrastructure requirements for a secondary school as provided in the Guidelines for establishing such schools. This has resulted in sub-standard school infrastructure and a decline in the quality of secondary education. Therefore:

#### 4.0 MANAGEMENT AND ADMINISTRATION OF EDUCATION AND TRAINING

- 4.1 Government shall establish an Advisory Council, to co-ordinate and harmonise the provision of education and training in the country.
- 4.2 Government shall establish a Vocational Education and Training Authority (VETA), to coordinate and harmonise vocational and technical education and training.
- 4.3 Government shall establish organs, to coordinate and harmonise tertiary and higher education and training.
- 4.4 Provision of basic, secondary and teacher education shall be co-ordinated by the ministries responsible for these types of education.
- 4.5 \* Ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities.
- 4.6 Ministries responsible for education and training shall maintain and up-date a register of government and non-government educational institutions under their jurisdiction.



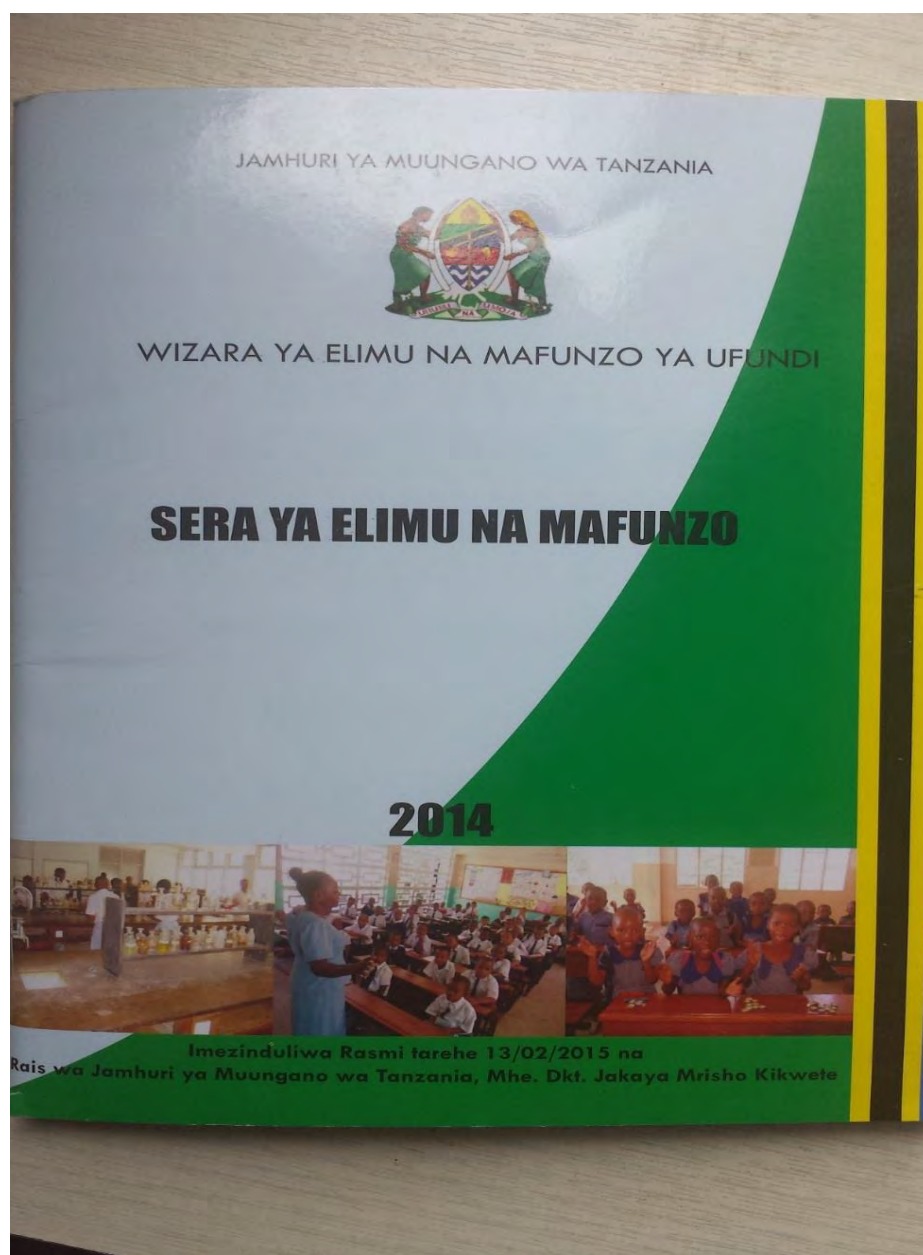
- 4.7 Government shall issue rights of occupancy and land titles to both government and non-government education and training institutions.
- 4.8 Education and Training Boards (ETBs) shall be established for every region, district, town, municipal and city council and shall be responsible for the management of all levels of formal education and training in their areas of jurisdiction.
- 4.9 All education and training institutions shall have school or college committees/boards.
- 4.10 Boards and Committees of education and training institutions shall be responsible for management, development, planning, discipline and finance of institutions under their jurisdiction.
- 4.11 All education managers at national, regional, district and post-primary formal education and training institutions shall have a university degree, professional training in education and management, as well as appropriate experience. Education managers at Ward and primary school levels shall have a Certificate or Diploma in education, as well as professional training in educational management and administration from a recognised institution.
- 4.12 All education managers at national, regional, district and institutional levels shall be responsible for the coordination of the planning, provision, management, administration and quality control of formal, informal

materials necessary for effective delivery and acquisition of good quality education.

- 5.9 Owners of pre-primary and primary schools shall be responsible for the provision of adequate instructional and school materials approved for use in schools.
- 5.10 Minimum qualifications for a primary school teacher shall be possession of a valid Grade A Teacher Education Certificate.
- 5.11 The medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject from std.1
- 5.12 Government shall ensure that the expansion of existing secondary schools and the establishment of new secondary schools adheres to set government plans for the expansion of secondary education.
- 5.13 Urban, district, town, municipal and city councils and authorities, communities, NGOs, individuals and public institutions shall be encouraged and given incentives to establish, own, manage and administer at least one secondary school in each Ward (Kata) in their areas of jurisdiction.
- 5.14 Owners and managers of all secondary schools shall ensure that standard infrastructure, facilities, equipment and instructional materials necessary for effective and optimum teaching and learning are of good quality, available in adequate quantities and are regularly



(b) Education Policy context: Some pages in Kiswahili national language version, 2014.



### 3.5. Usimamizi na Uendeshaji Madhubuti wa Elimu na Mafunzo Nchini

#### Suala

Uongozi, usimamizi na uendeshaji katika sekta ya elimu na mafunzo

#### Maelezo

Kumekuwa na changamoto katika uzingatiaji wa majukumu na uwajibikaji katika sekta ya elimu kutokana na mfumo wa uongozi, usimamizi na uendeshaji kuanzia ngazi ya wizara zinazohusika na elimu na mafunzo, hadi ngazi ya shule, vyuo na asasi mbalimbali ambazo umeathiri ufanisi wa sekta ya elimu. Sekta ya elimu na mafunzo imekuwa ikiongozwa na Sera ya Elimu na Mafunzo (1995), Sera ya Elimu ya Ufundi na Mafunzo (1996) na Sera ya Taifa ya Elimu ya Juu (1999) kutokana na muundo wa wizara zilizokuwepo wakati huo pamoja na asasi zake. Sera ya Elimu ya Ufundi na Mafunzo (1996) na Sera ya Taifa ya Elimu ya Juu (1999) zilikuwa zikisimamiwa na iliyokuwa Wizara Sayansi, Teknolojia na Elimu ya Juu na Sera ya Elimu na Mafunzo (1995) ilikuwa ikisimamiwa na iliyokuwa Wizara ya Elimu na Utamaduni. Mafunzo ya ufundi stadi yalikuwa yakisimamiwa na iliyokuwa Wizara ya kazi. Kufuatia mabadiliko mbalimbali, na kuanzishwa kwa Wizara ya Elimu na Mafunzo ya Ufundi mwaka 2006, kumekuwa na haja ya kuwa na sera inayosimamia elimu kulingana na majukumu mapya ya Wizara. Ugatuuji wa majukumu katika sekta ya elimu na mafunzo kutoka ngazi ya Serikali Kuu kwenda Mamlaka za Serikali za Mitaa katika maeneo ya usimamizi na uendeshaji wa shule za msingi na sekondari umesababisha mwingiliano wa majukumu na kutowajibika.

**Tamko**

3.5.7. *Serikali itaimarisha mfumo wa menejimenti ya hazina data unganifu za elimu na mafunzo kwa ngazi zote.*

**3.6. Mfumo Endelevu wa Ugharimiaji wa Elimu na Mafunzo Nchini.**

**Suala**

Ugharimiaji wa elimu na mafunzo.

**Maelezo**

Serikali inagharimia elimu na mafunzo kwa kushirikiana na wadau wa maendeleo ya elimu wa ndani na nje. Kutokana na ongezeko la mahitaji ya elimu na mafunzo, jamii pia imekuwa ikichangia katika ugharimiaji wa elimu na mafunzo kwa njia mbalimbali ikiwemo ujenzi na uendeshaji wa shule na vyuo unaofanywa kupitia sekta ya umma na binafsi. Ada pamoja na michango mingine ambayo inatolewa na wazazi na wanafunzi katika shule na vyuo vya umma na binafsi pia zimekuwa ni sehemu ya michango ya kuendesha shule na vyuo hivyo. Serikali hutenga kati ya asilimia 17 mpaka 23 ya bajeti ya Taifa kwa ajili ya elimu na mafunzo ikiwemo mikopo na ruzuku kwa ajili ya wanafunzi. Pia, fedha zinazotengwa katika bajeti ya elimu hazitoshelezi mahitaji halisi ya kuinua ubora wa elimu na mafunzo kutokana na changamoto za mfumo na muundo wa rasilimali fedha kwa ajili ya elimu. Changamoto hizo ni pamoja na fedha kutopatikana kwa wakati zinapohitajika au kutolewa pungufu kuliko kiasi kilichoidhinishwa, hivyo kushindwa kutekeleza majukumu yaliyopangwa katika kipindi cha mwaka wa fedha husika. Aidha, utaratibu wa



upelekaji wa fedha kwenye shule ama taasisi za elimu unahitaji kuwa bora zaidi ili kuhakikisha kuwa fedha zinazopelekwa zinafika na kutumika kwa kazi iliyokusudiwa kuliko ilivyo sasa ambapo kuna nyakati fedha zinazopatikana hutumika katika malengo tofauti. Hali hii imechangia sekta ya elimu kushindwa kutekeleza kikamilifu majukumu yake na hivyo kuathiri ufikiwaji wa malengo yaliyowekwa. Hali kadhalika, kumekuwa na malalamiko kutoka kwa wananchi kuhusu kiwango cha ada na michango inayotolewa katika shule na vyuo. Ada na michango hiyo katika baadhi ya shule ni kubwa kuliko matarajio na uwezo wa wananchi walio wengi na hivyo kuwa sehemu ya kero katika mfumo wa elimu na mafunzo. Katika hali hii, kuna umuhimu wa kuweka utaratibu na kubuni vyanzo mbalimbali vya fedha ili kuwa na mfumo endelevu wa ugharimiaji wa elimu na mafunzo. Aidha, uandaliwe utaratibu madhubuti wa kuhakikisha fedha zinafika shuleni na vyuoni na zinatumiwa kwa malengo yaliyokusudiwa.

#### Lengo

Kuwa na mfumo endelevu wa ugharimiaji wa elimu na mafunzo.

#### Tamko

3.6.1. Serikalikwa kushirikiana na wadau itaendelea kuimarisha mfumo wa ugharimiaji wa elimu na mafunzo, ikiwemo mikopo na ruzuku, ili uwe endelevu na wenye vyanzo anuai.

3.6.2. Serikali itaweka utaratibu wa ada na michango mbalimbali katika shule na vyuo binafsi ili kusimamia kwa ufanisi masuala ya ada na michango katika shule na vyuo.

wa Elimumsingi na Sekondari. Pia kila Halmashauri itakuwa na chombo ambacho kitawajibika katika kutoa ushauri wa masuala ya elimu ya awali, elimumsingi, sekondari na elimu ya watu wazima na elimu nje ya mfumo rasmi pamoja na mambo mengine yanayohusu elimu katika Halmashauri husika. Chombo hicho kitakuwa na wajumbe ambao wana uwezo na sifa stahiki katika kutoa ushauri katika masuala ya elimu na mafunzo kwenye ngazi hiyo.

Kutakuwa pia na Maafisa Uhakiki wa Ubora na Viwango vya Elimu na Mafunzo katika ngazi ya Halmashauri. Jukumu la Maafisa hawa katika ngazi hii litakuwa ni kuhakikisha shule zinaendeshwa kwa kuzingatia viwango vya uendeshaji na kuzikagua kulingana na utaratibu uliowekwa ili kuhakikisha kwamba upungufu unaojitokeza unafanyiwa kazi kwa haraka na hivyo kufanya kiwango cha elimu na mafunzo kukua.

#### 5.5. Ngazi ya Kata

Katika ngazi ya Kata, utekelezaji wa Sera ya Elimu na Mafunzo utasimamiwa na Afisa Elimu Kata ambaye atakuwa mratibu wa utekelezaji wa Sera ya Elimu na Mafunzo kwa Shule za Serikali na zisizo za Serikali katika ngazi ya shule za awali na elimumsingi, elimu ya sekondari, elimu ya watu wazima na elimu nje ya mfumo rasmi. Afisa Elimu Kata atakuwa pia mkaguzi aliye jirani na shule kwa shule zilizoko katika kata yake na atawajibika kwa Afisa Elimu wa Halmashauri. Pia kila kata itakuwa na chombo cha ushauri wa elimu ambacho kitawajibika katika kutoa ushauri wa masuala ya elimu ya awali, elimumsingi na sekondari pamoja na masuala mengine yanayohusu elimu katika kata husika. Chombo hicho kitakuwa na wajumbe ambao wana uwezo na sifa stahiki katika kutoa ushauri katika masuala ya elimu na mafunzo. Kutakuwa pia na Afisa Uhakiki wa Ubora na Viwango vya Elimu na Mafunzo katika ngazi ya Kata. Idadi ya maafisa hawa itategemea idadi



ya shule katika Kata husika. Jukumu la Maafisa hawa litakuwa kukagua shule mara kwa mara na ili kuhakikisha kuwa shule zinaendeshwa kwa zinazingatia miongozo ya viwango vya uendeshaji na kuhakikisha kwamba upungufu unaojitokeza unafanyiwa kazi kwa haraka, na hivyo kufanya kiwango cha elimu na mafunzo kukua.

#### 5.6. Ngazi ya Shule na Vyuo

Wakuu wa shule za elimumsingi na sekondari watasimamia utekelezaji wa Sera ya Elimu na Mafunzo katika ngazi za shule na watawajibika kutoa taarifa za utekelezaji kwachombo kilichopewa majukumu ya kuangalia uongozi, mipango ya maendeleo ya shule, nidhamu na fedha katika shule/vyuo husika na hatimaye kwa Afisa Elimu Kata.

Wakuu wa vyuo vya mafunzo ya ufundi stadi, elimu ya ufundi (vikiwemo vya ualimu na uongozi wa elimu), na vyuo vya elimu ya juu watasimamia utekelezaji wa Sera ya Elimu na Mafunzo katika vyuo vyao na kutoa taarifa za utekelezaji kwa mamlaka zilizojuu yao kwa mujibu wa sheria zinazoongoza elimu katika ngazi husika. Viongozi hawa watawajibika pia kuhakikisha kwamba shule na vyuo wanavyoviongoza vina mifumo stahiki ya ndani ya ithibati na uthibiti wa ubora wa elimu na mafunzo ama shuleni au vyaoni humo. Mifumo ya ithibati na uthibiti wa ubora wa elimu na mafunzo iliyopo katika ngazi ya Wizara ya Elimu na Mafunzo ya Ufundi itawajibika kufanya uhakiki wa ubora wa mifumo hii ya ndani wakati wa kutekeleza majukumu yake kwa mujibu wa sheria.

#### 5.7. Ufuatiliaji na Tathmini

Ufuatiliaji na Tathmini ya utekelezaji wa Sera ya Elimu na Mafunzo ni jukumu la Wizara ya Elimu na Mafunzo ya Ufundi, OWM-TAMISEMI, na mamlaka zilizopo katika kila eneo la sekta ya elimu na mafunzo. Hata hivyo, ufuatiliaji na tathmini

utategemea juhudi za pamoja na ushiriki wa karibu baina ya wizara mbalimbali, mashirika na taasisi za Serikali na zisizo za Serikali, washirika wa maendeleo wa ndani na nje, jamii na wadau wengine wa elimu na mafunzo.

Utekelezaji wa matamko yaliyoainishwa katika Sera utaenda sambamba na mkakati wa utekelezaji wa Sera. Wizara ya Elimu na Mafunzo ya Ufundi itakusanya, kuunganisha na kuchambua taarifa za utekelezaji wa maeneo mbalimbali ya Sera. Wadau wote wanawajibika kutoa taarifa stahiki kwa Wizara ya Elimu na Mafunzo ya Ufundi ili kufanikisha jukumu lake la kufuatilia na kutathmini maendeleo ya elimu na mafunzo nchini.

Wizara ya Elimu na Mafunzo ya Ufundi, kwa kushirikiana na wadau wengine itakuwa na majukumu ya ufuatiliaji na tathmini ikiwemo kuweka viashiria, vigezo na muda wa tathmini. Ili kufanikisha azma hii, Wizara ya Elimu na Mafunzo ya Ufundi kwa kushirikiana na wadau itaweka Mpango Maalumu wa Ufuatiliaji na Tathmini ya Sera ya Elimu na Mafunzo.

#### 5.8. Hitimisho

Madhumuni ya Sera hii ni kutoa mwongozo wa jumla wa uendeshaji wa elimu na mafunzo kwa mtazamo wa Dira ya Maendeleo ya Taifa 2025, mipango na mikakati ya maendeleo ya Taifa, na mabadiliko ya ulimwengu hususan katika uchumi, sayansi na teknolojia ili Taifa liweze kufikia lengo la kuwa na uchumi unaoendeshwa na elimu na ujuzi na kulifanya liwe moja ya mataifa yaliyo na uchumi wa kati ifikapo mwaka 2025. Sera hii pia imezingatia masuala mtambuka ili kufikia malengo ya maendeleo ya Taifa.

**Elimu bora na yenye tija kwa maendeleo ya Taifa  
inawezekana, wote tutekeleze wajibu wetu.**

## **Appendix Four: Instruments of Data Collection**

### **INFORMATION PACK FOR REGIONAL EDUCATION OFFICER (REO)**

University of Birmingham  
School of Education  
B15 2TT, Edgbaston, UK

The Regional Education Officer  
**Morogoro region**

I would like to gain a greater understanding of the state of community participation in managing public secondary schools particularly ward-based public secondary schools in Tanzania. Your region is the chosen study area. I am currently pursuing a doctorate at the University of Birmingham in the UK looking at this issue. I would appreciate your cooperation in this research project. The project focuses on community participation in managing ward-based public secondary schools from the perspective of education reflecting existing education and training policy orders and circulars. This includes how community members particularly those who currently do not have children in public schools and parents of students are sensitized and prepared for the role and work cooperatively with school management teams, for which participatory focused management is a vibrant influence.

I would like to ask for your permission to conduct a semi-structured interview with community members, parents of students, school heads, chairpersons of school boards and district secondary education officers (DSEOs) and observe meeting sessions in the ward-based public secondary schools in their respective wards and make written notes on the participation of community members including parents of students in discussing content and focus of the school meeting sessions. The interview and observation will help me to gain their views on community participation in school managing practices or matters.

Notes or records taken from the observation and interview will be used as part of the thesis, but participants' names will not be used, and any identifying participant features will be deleted. An ethics protocol is enclosed, forming an agreement between us both concerning your right to withdraw and confidentiality. I would be of utmost appreciative if you return it to me by (insert date – 14 days of being sent) officially agreeing to my application.

Besides, if a list of school heads and chairpersons of school boards is available, kindly please may I have a copy so that I telephone them and ask them to participate in the study. I confirm that this information will be kept secure and confidential, and it will be shredded once the participants have been contacted.

Kindly please find attached supporting documents.

It is my pleasure hoping that you will feel able to participate in this research project

Kindest regards,

Hassan Khalfan Hamidu  
(Graduate Research student)

Dr. Tom Bisschoff  
(Main Supervisor)



## INFORMATION PACK FOR DISTRICT SECONDARY EDUCATION OFFICERS (DSEOs)

Dear (name of DSEO)

I would like to gain a greater understanding of the state of community participation in managing public secondary schools particularly ward-based public secondary schools in Tanzania. Your district is among the chosen study areas. I am currently pursuing a doctorate at the University of Birmingham in the UK looking at this issue. Indeed, I would appreciate your cooperation in this research project.

The project focuses on community participation in managing ward-based public secondary schools from the perspective of education reflecting existing education and training policy orders and circulars. This includes how community members particularly those who currently do not have children in public schools and parents of students are sensitized and prepared for the role and work cooperatively with school management teams, for which participatory focused management is a vibrant influence.

I would like to ask for your permission to conduct semi-structured focused group interviews with community members, parents of students, school heads, chairpersons of school boards and a district secondary education officer (DSEOs) and to observe meeting sessions in ward-based public secondary schools in their respective wards and make written notes on the participation of community members including parents of students in discussing content and focus of the school meeting sessions. The interview and observation will help me to gain their views on community participation in school managing practices or matters.

Notes or records taken from the observation and interview will be used as part of the thesis, but participants' names will not be used, and any identifying participant features will be deleted. An ethics protocol is enclosed, forming an agreement between us both regarding your right to withdraw and confidentiality. I would be of utmost appreciative if you return it to me by (insert date – 14 days of being sent) officially agreeing to my application.

Besides, if a general list of school heads and chairpersons of school boards is available; kindly please may I have a copy so that I can randomly pick 2 school heads and 2 chairpersons of school boards (1 in town and the other 1 in rural respectively) then I will telephone them and ask them to participate in the study. I confirm that this information will be kept secure and confidential, and it will be shredded once the participants have been contacted.

It is my pleasure hoping that you will feel able to participate in this research project

Cordially,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## **INFORMATION PACK FOR THE INTERVIEW OF DISTRICT SECONDARY EDUCATION OFFICER (DSEOs)**

Dear (name of District secondary education officer (DSEO))

Thank you for accepting my letter on (date) regarding your experience of Community participation in managing public secondary schools particularly ward-based public secondary schools. I am elated that you are interested in being interviewed for this research. I have enclosed further information as promised.

The research project focuses upon community participation in managing public secondary schools particularly ward-based public secondary schools. Interview questions, therefore, seek to find out your perceived understanding through views and based experience on community participation as well as information regarding the ways and motivation strategies of community participation in managing the schools. The interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please, tell me a little bit about your leadership experience in managing ward-based public secondary schools in this district.
2. What is your perceived understanding of “community participation in managing ward-based public secondary schools in their wards” in this district?
3. Is there a need for community members in each ward to participate in managing ward-based public secondary schools in this district? If yes, Explain why?
4. What do you think are the key responsibilities of the community members in managing ward-based public secondary schools in this district?
5. What is the state of community participation in managing ward-based public secondary schools in this district in your view? Please, provide me with specific examples if possible.
6. What improvement, if any, do you think could be put in place if community members participate in managing ward-based public secondary schools in this district?
7. What ways do community members participate in managing ward-based public secondary schools in this district?
8. What would you like to describe in specific cases from your experience of working cooperatively with community members at each ward in managing ward-based public secondary schools in this district?
9. What are the motivation strategies you use to enhance the participation of the community in managing ward-based public secondary schools in this district?
10. Is there anything that you want to add about community participation in managing ward-based public secondary schools in this district?

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the schools if you are willing to be interviewed. Your responses will

be kept strictly anonymous in the research project. The ethics Protocol is enclosed, forming an agreement between us both regarding your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date 14 – days after being sent to you) formally agreeing to the interview if you are still happy to do this or letting me know if you are not. If you agree to meet, I will contact you to organize a convenient date and time for the interview.

Thank you in advance hoping that you will cooperate with me in accomplishing this matter.

Kindest regards,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## **Ethics Protocol for Interview & Observation to all Participants**

### **The Project**

The research project aims to explore the state of Community participation in managing ward-based public secondary schools from the perspective of education reflecting the existing education and training policy orders and circulars. This ethics protocol officially requests permission to conduct a semi-structured interview to community members, parents of students, school heads, chairpersons of school boards and district secondary education officers (DSEOs) observe meeting sessions in ward-based public secondary schools in their respective wards and make written notes on the participation of community members including parents of students in discussing content and focus of the school meeting sessions.

Views enunciated in interviews from parents of students, school heads, chairpersons of school boards and community members in their respective wards and information gained during the observation will be considered together with literature in education, to form a part of the PhD (Education) including EdD leaders and leadership thesis. Whilst extracts from observation notes and recorded voice, with participants' names and identifying features deleted, may be used in the thesis. Also, quotations may be used in books or papers, all over again without any identifying features, subject to research ethics.

### **Anonymity and Confidentiality**

Notes and recorded voice on observations as well as any other collected data will be kept confidential and only used for research purposes. No names of parents of students, school heads, chairpersons of school boards, community members, regional and district education officers will be used. Resilient care will be taken to keep the work anonymous.

### **Informed Consent**

If you have any questions about this ethics protocol, the questions (included in the covering letter) or any other aspect of the research please contact me. If you would like a summary of notes made (so that you may appeal that some information is not included in the thesis, or you just wish to check if the information is correct) please indicate this on the form.

### **Right to Withdraw**

You have the right to withdraw from the research project up to one month after the interview and observation took place in your area of jurisdiction.

### **Feedback**

A summary of leading findings will be made available for research participants (participants) upon completion of the thesis. If you would like a copy of the summary, please point out this on the form.

**“It is my great pleasure, and I am pleased that you feel able to participate in this research project”**

**INTERVIEW REQUEST (CONSENT) FORM FOR THE DISTRICT SECONDARY  
EDUCATION OFFICERS (DSEOs)**

Name of the District secondary education officer: \_\_\_\_\_

Name of District: \_\_\_\_\_

Telephone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Dear (name of District secondary education officer),

I am a student from the University of Birmingham in the UK researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to interview you.

**Purpose of Interview**

The interview is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK.

**Confidentiality**

Research ethics protocol will be highly observed all times in the interview, analysis and use to which data may be put. The data from the Interview will only be available to staff tutoring on the PhD (Education) and EdD programme at the University of Birmingham and, possibly, to the External examiner for my thesis, but your name and any data identifying your characteristics will be excluded. The interview may also be used as part of written papers or books, but without your name and excluding any feature identifying your characteristics, this is subject to research ethics.

**Acknowledgement**

Kindly please, if you are willing to be interviewed, sign this form to confirm that we have agreed to its content, and complete the table below to signify whether you would like a summary of observation notes or research findings, as detailed in the Ethics Protocol.

<b>For your decision Put a Tick (✓) Beneath either Yes or No.</b>	<b>Yes</b>	<b>No</b>
I am willing to be Interviewed.		
I would like to get a copy of the interview transcript		
I would like to get a summary of findings when the research is complete		
The Regional education officer (REO) has permitted for the District secondary education officer to be interviewed in this research, and if it happens, for the interview to be held at the school grounds.		

Signed (Interviewer): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Interviewee): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Regional education officer): \_\_\_\_\_ Date: \_\_\_\_\_

**“I am pleased to thank you very much for your time and sincere cooperation in this research project”**

## TELEPHONE SCRIPT FOR SCHOOL HEADS

Name of School	Name of School Head	Telephone Number	Secretary's Name
↓	↓	↓	↓
Date:			

Good morning/afternoon (name of secretary). May I speak to the head of school?

(If not available – ask for a good time to call)

If available:

Hallo (name of school head). My name is Hassan Khalfan Hamidu and (name of contact authority) has kindly informed me that you are the school head of (name of the school) located at (name of the ward).

I am currently undertaking a doctorate at the University of Birmingham in the UK, and I am researching the state of community participation in managing public secondary schools particularly ward-based public secondary schools. I would appreciate your cooperation in this research project. With that in mind, kindly please, would you tell me if your experience of community participation in managing your school has been mainly positive or mainly negative?

Thank you. I would be most interested in exploring this further with you. Whilst I appreciate that you would need more information before making a firm commitment, would you, in principle, be willing for me to arrange a time to meet you at your school and conduct a 60 minutes interview? Thank you.

If yes, I will send you an information pack that provides a summary of the research, and a form for you to sign and return if you are still willing to be interviewed within the next few weeks.

(If Head is a different person) I shall also send a copy to your school head explaining that I have spoken to you, and I will provide him/her a summary of the research for the information.

Thank you for accepting my call and your time to speak to me.

## INFORMATION PACK FOR SCHOOL HEADS

Dear (name of School head)

Thank you for accepting my telephone call on (date) regarding your experience of Community participation in managing public secondary schools particularly ward-based public secondary schools. I am elated that you are interested in being interviewed for this research. I have enclosed further information as promised.

The research project focuses on community participation in managing ward-based public secondary schools. Interview questions, therefore, seek to find out your perceived understanding through views and based experience on community participation as well as information regarding the ways and motivation strategies of community participation in managing the schools. The interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please, tell me a little bit about your leadership experience in managing this school.
2. What is your perceived understanding of “community participation in managing the school”?
3. Is there a need for community members in this ward to participate in managing this school? If yes, Explain why?
4. What do you think are the key responsibilities of the community members in managing this school?
5. What is the state of community participation in managing this school in your view? Please, provide me with specific examples if possible.
6. What improvement, if any, do you think could be put in place if community members participate in managing this school?
7. What ways do community members participate in managing this school?
8. What would you like to describe in specific cases from your experience of working cooperatively with community members in managing this school?
9. What are the motivation strategies you use to enhance the participation of the community in managing this school?
10. Is there anything that you want to add about community participation in managing this school?

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the school if you are willing to be interviewed. Your responses will be kept strictly anonymous in the research project. The ethics Protocol is enclosed too, forming an agreement between us both regarding your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date 14 – days after being sent to you) formally agreeing to the interview if you are still happy to do this or letting me know if you are not. If you agree to meet, I will contact you to organize a convenient date and time for the interview.

Thank you in advance hoping that you will cooperate with me in accomplishing this matter.



Kindest regards,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## INTERVIEW REQUEST (CONSENT) FORM FOR THE SCHOOL HEADS

Name of the School head: \_\_\_\_\_

Name of the School: \_\_\_\_\_ Name of the Ward: \_\_\_\_\_

Dear (name of School head),

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to interview you.

### Purpose of Interview

The interview is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK.

### Confidentiality

Research ethics protocol will be highly observed all times in the interview, analysis and use to which data may be put. The data from the Interview will only be available to staff tutoring on the PhD (Education) and EdD programme at the University of Birmingham and, possibly, to the External examiner for my thesis, but your name and any data identifying your characteristics will be excluded. The interview may also be used as part of written papers or books, but without your name and excluding any feature identifying your characteristics, this is subject to research ethics.

### Acknowledgement

Kindly please, if you are willing to be interviewed, sign this form to confirm that we have agreed on its content, and complete the table below to signify whether you would like a summary of observation notes or research findings, as detailed in the Ethics Protocol.

For your decision Put a Tick (✓) Beneath either Yes or No.	Yes	No
I am willing to be Interviewed.		
I would like to get a copy of the interview transcript		
I would like to get a summary of findings when the research is complete		
The District Education Officer (DEO) has permitted for the School heads to be interviewed in this research, and if it happens, for the interview to be held at the school grounds.		

Signed (Interviewer): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Interviewee): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (District Education Officer): \_\_\_\_\_ Date: \_\_\_\_\_

**“I am pleased to thank you very much for your time and sincere cooperation in this research project”**

**INFORMATION PACK FOR THE SCHOOL HEADS' PERMISSION TO INTERVIEW  
CHAIRPERSON OF SCHOOL BOARD, COMMUNITY MEMBERS AND PARENTS OF  
STUDENTS**

Dear (name of School head),

I am writing to formally request your permission to conduct an Interview with a Chairperson of your school board (insert name) and community members as part of my doctoral thesis. I will speak to everyone independently on (date) particularly on their perceived understanding and experience of community participation in managing a ward-based public secondary school like this. It is my hope, and I would be glad if they will express an interest to be interviewed and accept my observation practice in the school board meeting sessions, and enclosed further information as I promised.

The research project focuses on community participation in managing ward-based public secondary schools. Interview questions, therefore, seek to find out (everyone independently) perceived understanding through views and based experience on community participation as well as information regarding the ways and motivation strategies of community participation in managing the schools. The interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please, tell me a little bit about your leadership experience in managing this school.
2. What is your perceived understanding of “community participation in managing the school”?
3. Is there a need for community members in this ward to participate in managing this school? If yes, explain why?
4. What do you think are the key responsibilities of the community members including parents of students in managing this school?
5. What is the state of community participation in managing this school in your view? Provide me with specific examples if possible.
6. What improvement, if any, do you think could be put in place if community members participate in managing this school?
7. What ways do community members participate in managing this school?
8. What would you like to describe in specific cases from your experience of working cooperatively with community members in managing this school?
9. What are the motivation strategies you use to enhance the participation of the community in managing this school?
10. Is there anything that you want to add about community participation in managing this school?

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the school if everyone independently will be willing to be interviewed. His/her responses will be kept strictly anonymous in the research project. The ethics Protocol

is enclosed too, forming an agreement between us both regarding his/her right to withdraw and confidentiality. I would be most appreciative if everyone independently (he/she) will return it to me by (insert date 14 – days after being sent to him/her) formally agreeing to the interview if he/she is still happy to do this or letting me know if he/she is not. If he/she agrees to meet, I will contact him to organize a convenient date and time for the interview.

Kindly please, may you furnish me with the contact phone number of the chairperson of the school board and a general list of parents of students including the general contact phone numbers for all of them. It is where I will randomly pick the required number of parents that will be contacted for the interview. Also, I will appreciate it if you help me to get a general list of individual community members including a general list of their contact phone numbers to randomly pick the required number of individual community members who will possibly cooperate with me in this study in this ward.

Thank you in advance hoping that you will lend me a hand in accomplishing this matter

Kindest regards,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## TELEPHONE SCRIPT FOR CHAIRPERSON OF SCHOOL BOARDS

Name of School	Name of Chairperson of the school board	Telephone Number	Secretary's Name
↓	↓	↓	↓
Date:			

Good morning/afternoon (name of secretary). May I speak to the chairperson of the school board?

(If not available – ask for a good time to call)

If available:

Hallo (name of chairperson of the school board). My name is Hassan Khalfan Hamidu, and (name of contact authority) has kindly informed me that you are the chairperson of the school board of (name of the school) located at (name of the ward).

I am currently undertaking a doctorate at the University of Birmingham, and I am researching the state of community participation in managing public secondary schools particularly ward-based public secondary schools. Indeed, I would appreciate your cooperation in this research project. With that in mind, kindly please, would you tell if your experience of community participation in managing your school has been mainly positive or mainly negative?

Thank you. I would be most interested in exploring this further with you. Whilst I appreciate that you would need more information before making a firm commitment, would you, in principle, be willing for me to arrange a time to meet you at your school and conduct a 60 minutes interview? Thank you.

If yes, I will send you an information pack that provides a summary of the research, and a form for you to sign and return if you are still willing to be interviewed within the next few weeks.

(If Chairperson of the school board is a different person) I shall also send a copy to your chairperson of the school board explaining that I have spoken to you, and I will provide him/her a summary of the research for the information.

Thank you for accepting my call and your time to speak to me.

## INFORMATION PACK FOR CHAIRPERSON OF SCHOOL BOARDS

Dear (name of Chairperson of School board)

Thank you for accepting my telephone call on (date) regarding your experience of Community participation in managing public secondary schools particularly community schools. I am elated that you are interested in being interviewed for this research. I have enclosed further information as promised.

The research project focuses upon community participation in managing public secondary schools particularly community schools. Interview questions, therefore, seek to find out your perceived understanding through views and based experience on community participation as well as information regarding the ways and motivation strategies of community participation in managing the schools. The interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please, tell me a little bit about your leadership experience in managing this school.
2. What is your perceived understanding of “community participation in managing the school”?
3. Is there a need for community members in this ward to participate in managing this school? If yes, explain why?
4. What do you think are the key responsibilities of the community members in managing this school?
5. What is the state of community participation in managing this school in your view? Provide me with specific examples if possible.
6. What improvement, if any, do you think could be put in place if community members participate in managing this school?
7. What ways do community members including parents of students participate in managing this school?
8. What would you like to describe in specific cases from your experience of working cooperatively with community members in managing this school?
9. What are the motivation strategies you use to enhance the participation of the community in managing this school?
10. Is there anything that you want to add about community participation in managing this school?

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the school if you are willing to be interviewed. Your responses will be kept strictly anonymous in the research project. The ethics protocol is enclosed too, forming an agreement between us both regarding your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date 14 – days after being sent to you) formally agreeing to the interview if you are still happy to do this or letting me know if you are not. If you agree to meet, I will contact you to organize a convenient date and time for the interview.

Thank you very much for your time. I hope we will meet and discuss further on the matter.

Kind regards,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## INTERVIEW REQUEST (CONSENT) FORM FOR THE CHAIRPERSON OF SCHOOL BOARD

Name of the Chairperson of School Board: \_\_\_\_\_

Name of the School: \_\_\_\_\_ Name of the Ward: \_\_\_\_\_

---

Dear (name of Chairperson of School board),

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to interview you.

### Purpose of Interview

The interview is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK.

### Confidentiality

Research ethics protocol will be highly observed all times in the interview, analysis and use to which data may be put. The data from the Interview will only be available to staff tutoring on the PhD (Education) and EdD programme at the University of Birmingham and, possibly, to the External examiner for my thesis, but your name and any data identifying your characteristics will be excluded. The interview may also be used as part of written papers or books, but without your name and excluding any feature identifying your characteristics, this is subject to research ethics.

### Acknowledgement

Kindly please, if you are willing to be interviewed, sign this form to confirm that we have agreed on its content, and complete the table below to signify whether you would like a summary of observation notes or research findings, as detailed in the Ethics Protocol.

For your decision Put a Tick (✓) Beneath either Yes or No.	Yes	No
I am willing to be Interviewed.		
I would like to get a copy of the interview transcript		
I would like to get a summary of findings when the research is complete		
The school head has permitted for the School heads to be interviewed in this research, and if it happens, for the interview to be held at the school grounds.		

Signed (Interviewer): \_\_\_\_\_

Date: \_\_\_\_\_

Signed (Interviewee): \_\_\_\_\_

Date: \_\_\_\_\_

Signed (School head): \_\_\_\_\_

Date: \_\_\_\_\_

**“I am pleased to thank you very much for your time and sincere cooperation in this research project”**



## **Ethics Protocol for Interviewing School heads and Chairperson of school boards**

### **The Project**

The research project aims to explore the state of Community participation in managing ward-based public secondary schools from the perspective of education reflecting the existing education and training policy orders and circulars. This ethics protocol officially requests a short 60 minutes interview to gain your perceived understanding of this area of study.

Views enunciated during the interview will be considered together with literature in education to form a part of the PhD (Education) including EdD leaders and leadership thesis. Whilst extracts from the interview transcripts and recorded voice, with participants' names and identifying features will be deleted, may only be used in the thesis. Also, quotations may be used in books or papers, all over again without any identifying features, subject to research ethics.

### **Anonymity and Confidentiality**

Transcripts of interviews including any noted conversations as well as any other collected data will be kept confidential and only used for research purposes. No names of parents of students, school heads, chairpersons of school boards, community members, regional and district education officers will be used. Resilient care will be taken to keep the work anonymous.

### **Informed Consent**

If you have any questions about this ethics protocol, the questions (included in the covering letter) or any other aspect of the research please contact me.

The interview will be recorded and transcribed with respect to your consent within a month of the interview. If you would like a copy of the summary of notes made (so that you may appeal that some information is not included in the thesis, or you just wish to check if the information is correct) please indicate this on the form.

### **Right to Withdraw**

You have a right not to answer questions or to withdraw from the research project up to one month after the interview took place in your area of jurisdiction.

### **Feedback**

A summary of leading findings will be made available for research participants (participants) upon completion of the thesis. If you would like to get a copy of the summary, please point out this on the form.

**“It is my great pleasure, and I am pleased that you feel able to participate in this research project”**

## TELEPHONE SCRIPT FOR PARENTS OF STUDENTS

Name of School	Name of Student's parent	Telephone Number	Name of the Ward
↓	↓	↓	↓
Date:			

Good morning/afternoon (name of the parent of a student). May I speak to you now?

(If busy – ask for a good time to call)

If ready:

Hallo (name of a parent). My name is Hassan Khalfan Hamidu, and (name of contact authority) has kindly informed me that you are the parent of (name of the student (s)) located at (name of the ward).

I am currently undertaking a doctorate at the University of Birmingham, and I am researching the state of community participation in managing public secondary schools particularly ward-based public secondary schools. I would appreciate your cooperation in this research project. With that in mind, kindly please, would you tell me if your experience of participating in managing the public school in your ward have been mainly positive or mainly negative?

Thank you. I would be most interested in exploring this further with you. Whilst I appreciate that you would need more information before making a firm commitment, would you, in principle, be willing for me to arrange a time to meet you at a place that you think is more convenient and conduct 60 minutes focused group interview? Thank you.

If yes, I will send you an information pack that provides a summary of the research, and a form for you to sign and return if you are still willing to be interviewed within the next few weeks.

(If a parent is a different person) I shall also send a copy to the student's parent explaining that I have spoken to you, and I will provide him/her a summary of the research for the information. Thank you for accepting my call and your time to speak to me.

## INFORMATION PACK FOR PARENTS OF STUDENTS

Dear (name of Parent of the student)

Thank you for accepting my telephone call on (date) regarding your experience of Community participation in managing public secondary schools particularly ward-based public secondary schools in your ward. I am elated that you are interested in being interviewed for this research. I have enclosed further information as promised.

The research project focuses upon community participation in managing public secondary schools particularly ward-based public secondary schools. The focused group interview questions, therefore, seek to find out your perceived understanding through views and based experience on your participation as well as information regarding the ways and motivation strategies of your participation in managing the schools. The focused group interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please, tell me a little bit about your experience as parents of students in managing the ward-based public secondary school within this ward.
2. What is your perceived understanding of “community participation in managing the ward-based public secondary schools in your ward”?
3. Is there a need for community members in this ward to participate in managing the ward-based public secondary school in this ward? If yes, explain why?
4. What do you think are the key responsibilities of the community members in managing the ward-based public secondary school in this ward?
5. What is the state of community participation in managing the ward-based public secondary school in this ward in your view? Please, provide me with specific examples if possible.
6. What improvement, if any, do you think could be put in place if community members including you as parents of students participate in managing the school in this ward?
7. What ways do community members participate in managing the ward-based public secondary school in this ward?
8. What would you like to describe in specific cases from your experience of working cooperatively with the school management team in managing the ward-based public secondary school in this ward?
9. What are the motivation strategies in your view that can help to enhance the participation of the community in managing this school?
10. Is there anything that you want to add about community participation in managing the public secondary school in this ward?

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the school if you are willing to be interviewed. Your responses will be kept strictly anonymous in the research project. The ethics Protocol is enclosed too, forming an agreement between us both regarding your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date 14 – days after being sent to you) formally agreeing to the interview if you are still happy to do this or letting me know if you are not. If you agree to meet, I will contact you to organize a convenient date, place and time for the focused group interview.

Thank you in advance hoping that you will cooperate with me in accomplishing this matter.

Sincerely,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## INTERVIEW REQUEST (CONSENT) FORM FOR PARENTS OF STUDENTS

Name of a parent of a student: \_\_\_\_\_

Name of the school: \_\_\_\_\_ Name of the ward: \_\_\_\_\_

Dear (name of a parent of a student),

I am a student from the University of Birmingham in the UK researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to interview you.

### Purpose of Interview

The interview is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK. Please, take note it will be a focused group interview.

### Confidentiality

Research ethics protocol will be highly observed all times in the focused group interview, analysis and use to which data may be put. The data from the focused group Interview will only be available to staff tutoring on the PhD (Education) and EdD programme at the University of Birmingham and, possibly, to the External examiner for my thesis, but your name and any data identifying your characteristics will be excluded. The interview may also be used as part of written papers or books, but without your name and excluding any feature identifying your characteristics, this is subject to research ethics.

### Acknowledgement

Kindly please, if you are willing to be interviewed, sign this form to confirm that we have agreed on its content, and complete the table below to signify whether you would like a summary of observation notes or research findings, as detailed in the Ethics Protocol.

For your decision Put a Tick (✓) Beneath either Yes or No.	Yes	No
I am willing to be Interviewed.		
I would like to get a copy of the interview transcript		
I would like to get a summary of findings when the research is complete		
The Head of school has permitted for the parents of students to be interviewed in this research, and if it happens, for the interview to be held at the school grounds.		

Signed (Interviewer): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Interviewee): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (School Head): \_\_\_\_\_ Date: \_\_\_\_\_

**“I am pleased to thank you very much for your time and sincere cooperation in this research project”**

## **Ethics Protocol for the Interview of parents of students**

### **The Project**

The research project aims to explore the state of Community participation in managing public secondary schools from the perspective of education reflecting the existing education and training policy orders and circulars. This ethics protocol officially requests a short 60 minutes focused group interview to gain your perceived understanding of this area of study.

Views enunciated during the interview will be considered together with literature in education to form a part of the PhD (Education) including EdD leaders and leadership thesis. Whilst extracts from the interview transcripts and recorded voice, with participants' names and identifying features will be deleted, may only be used in the thesis. Besides, quotations may also be used in books or papers, all over again without any identifying features, subject to research ethics.

### **Anonymity and Confidentiality**

Transcripts of interviews including any noted conversations as well as any other collected data will be kept confidential and only used for research purposes. No names of parents of students, school heads, chairpersons of school boards, community members, regional and district education officers will be used. Resilient care will be taken to keep the work anonymous.

### **Informed Consent**

If you have any questions about this ethics protocol, the questions (included in the covering letter) or any other aspect of the research please contact me.

The interview will be recorded and transcribed with respect to your consent within a month of the interview. If you would like a copy of the summary of notes made (so that you may appeal that some information is not included in the thesis, or you just wish to check if the information is correct) please indicate this on the form.

### **Right to Withdraw**

You have a right not to answer questions or to withdraw from the research project up to one month after the interview took place in your area of jurisdiction.

### **Feedback**

A summary of leading findings will be made available for research participants (participants) upon completion of the thesis. If you would like to get a copy of the summary, please point out this on the form.

**“It is my great pleasure, and I am pleased that you feel able to participate in this research project”**

# **TELEPHONE SCRIPT FOR COMMUNITY MEMBERS WHO CURRENTLY DO NOT HAVE THEIR CHILDREN AT SCHOOL**

Name of the Community member	Telephone Number	Name of Street	Name of the Ward
↓	↓	↓	↓
Date:			

Good morning/afternoon (name of a community member). May I speak to you now?

(If busy – ask for a good time to call)

If ready:

Hallo (name of a community member). My name is Hassan Khalfan Hamidu and (name of contact authority) has kindly informed me that you are the community member living at (name of the ward).

I am currently undertaking a doctorate at the University of Birmingham, and I am researching the state of community participation in managing public secondary schools particularly ward-based secondary schools. I would appreciate your cooperation in this research project. With that in mind, kindly please, would you tell me if your experience of participating in managing the public school in your ward have been mainly positive or mainly negative?

Thank you. I would be most interested in exploring this further with you. Whilst I appreciate that you would need more information before making a firm commitment, would you, in principle, be willing for me to arrange a time to meet you at a place that you think is more convenient and conduct 60 minutes focused group interview? Thank you.

If yes, I will send you an information pack that provides a summary of the research, and a form for you to sign and return if you are still willing to be interviewed within the next few weeks.

(If a community member is a different person) I shall also send a copy to the community member explaining that I have spoken to you, and I will provide him/her a summary of the research for the information.

Thank you for accepting my call and your time to speak to me.

## INFORMATION PACK FOR COMMUNITY MEMBERS WHO CURRENTLY DO NOT HAVE THEIR CHILDREN AT SCHOOL

Dear (name of a community member)

Thank you for accepting my telephone call on (date) regarding your experience of Community participation in managing public secondary schools particularly ward-based public secondary schools in your ward. I am elated that you are interested in being interviewed for this research. I have enclosed further information as promised. Please, take note it will be a focused group interview.

The research project focuses upon community participation in managing public secondary schools particularly community schools. The focused group interview questions, therefore, seek to find out your perceived understanding through views and based experience on your participation as well as information regarding the ways and motivation strategies of your participation in managing the schools. The focused group interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please, tell me a little bit about your experience as community members in managing the ward-based public secondary school within this ward.
2. What is your perceived understanding of “community participation in managing the ward-based public secondary school in your ward”?
3. Is there a need for community members in this ward to participate in managing the ward-based public secondary school in this ward? If yes, explain why?
4. What do you think are the key responsibilities of the community members in managing the public secondary school in this ward?
5. What is the state of community participation in managing the ward-based public secondary school in this ward in your view? Please, provide me with specific examples if possible.
6. What improvement, if any, do you think could be put in place if community members participate in managing the school in this ward?
7. What ways do community members participate in managing the public secondary school in this ward?
8. What would you like to describe in specific cases from your experience of working cooperatively with the school management team in managing the public secondary school in this ward?
9. What are the motivation strategies in your view that can help to enhance participation of the community in managing the public secondary school in this ward?
10. Is there anything that you want to add about community participation in managing the public secondary school in this ward?

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the school if you are willing to be interviewed. Your responses will be kept strictly anonymous in the research project. The ethics Protocol is enclosed too, forming an agreement between us both regarding your right to withdraw and confidentiality.



I would be most grateful if you could return it to me by (insert date 14 – days after being sent to you) formally agreeing to the interview if you are still happy to do this or letting me know if you are not. If you agree to meet, I will contact you to organize a convenient date, place and time for the focused group interview.

Thank you in advance hoping that you will cooperate with me in accomplishing this matter.

Kindest regard,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

## INTERVIEW REQUEST (CONSENT) FORM FOR COMMUNITY MEMBERS WHO CURRENTLY DO NOT HAVE THEIR CHILDREN AT SCHOOL

Name of the Community member: \_\_\_\_\_  
Name of the street: \_\_\_\_\_ Name of the Ward: \_\_\_\_\_  
Name of School: \_\_\_\_\_  
\_\_\_\_\_

Dear (name of community member),

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to interview you as among community members in this ward where a public secondary is located. Please, take note it will be a focused group interview.

### Purpose of Interview

The interview is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK.

### Confidentiality

Research ethics protocol will be highly observed all times in the interview, analysis and use to which data may be put. The data from the focused group Interview will only be available to staff tutoring on the PhD (Education) and EdD programme at the University of Birmingham and, possibly, to the External examiner for my thesis, but your name and any data identifying your characteristics will be excluded. The interview may also be used as part of written papers or books, but without your name and excluding any feature identifying your characteristics, this is subject to research ethics.

### Acknowledgement

Kindly please, if you are willing to be interviewed, sign this form to confirm that we have agreed on its content, and complete the table below to signify whether you would like a summary of observation notes or research findings, as detailed in the Ethics Protocol.

For your decision Put a Tick (✓) Beneath either Yes or No.	Yes	No
I am willing to be Interviewed.		
I would like to get a copy of the interview transcript		
I would like to get a summary of findings when the research is complete		
The Head of school has permitted for the community members to be interviewed in this research, and if it happens, for the interview to be held at the school grounds.		

Signed (Interviewer): \_\_\_\_\_ Date: \_\_\_\_\_  
Signed (Interviewee): \_\_\_\_\_ Date: \_\_\_\_\_  
Signed (School Head): \_\_\_\_\_ Date: \_\_\_\_\_

**“I am pleased to thank you very much for your time and sincere cooperation in this research project”**

## **Ethics Protocol for Interviewing Community members**

### **The Project**

The research project aims to explore the state of Community participation in managing ward-based public secondary schools from the perspective of education reflecting the existing education and training policy orders and circulars. This ethics protocol officially requests a short 60 minutes focused group interview to gain your perceived understanding of this area of study.

Views enunciated during the interview will be considered together with literature in education to form a part of the PhD (Education) including EdD leaders and leadership thesis. Whilst extracts from the interview transcripts and recorded voice, with participants' names and identifying features will be deleted, may only be used in the thesis. Also, quotations may be used in books or papers, all over again without any identifying features, subject to research ethics.

### **Anonymity and Confidentiality**

Transcripts of interviews including any noted conversations as well as any other collected data will be kept confidential and only used for research purposes. No names of parents of students, school heads, chairpersons of school boards, community members, regional and district education officers will be used. Resilient care will be taken to keep the work anonymous.

### **Informed Consent**

If you have any questions about this ethics protocol, the questions (included in the covering letter) or any other aspect of the research please contact me.

The interview will be recorded and transcribed with respect to your consent within a month of the interview. If you would like a copy of a summary of notes made (so that you may appeal that some information is not included in the thesis, or you just wish to check if the information is correct) please indicate this on the form.

### **Right to Withdraw**

You have a right not to answer questions or to withdraw from the research project up to one month after the interview took place in your area of jurisdiction.

### **Feedback**

A summary of leading findings will be made available for research participants (participants) upon completion of the thesis. If you would like to get a copy of the summary, please point out this on the form.

“It is my great pleasure, and I am pleased that you feel able to participate in this research project”

**As not all participants are literate, FGI questions were translated into KISWAHILI local national language to make every participant comfortable and feel considered**

**INFORMATION PACK FOR THE FOCUSED GROUP INTERVIEW & DISCUSSION WITH  
PARENTS OF STUDENTS, AND COMMUNITY MEMBERS WHO CURRENTLY DO NOT HAVE  
CHILDREN AT SCHOOL.**

Dear (Name of Parent of student/community members who currently do not have children at school)

Thank you for accepting my telephone call on (date) regarding your experience of Community participation in managing public secondary school particularly community school in your ward. I am elated that you are interested in being interviewed for this research. I have enclosed further information as promised.

The research project focuses upon community participation in managing public secondary schools particularly community schools. The focused group interview questions, therefore, seek to find out your perceived understanding through views and based experience on your participation as well as information regarding the ways and motivation strategies of your participation in managing the schools. The focused group interview should last approximately 60 minutes and focus upon ten questions. (Additional questions may be asked to ensure that I fully understand your answers). The questions are;

1. Please members, tell me a little bit about your experience in managing public secondary School(s) particularly community schools in this ward. (Kuhusu Uzoefu).  
In Swahili Language: Ndugu wanajamii, naomba kila mmoja anijuze kwa ufupi juu ya uzoefu wake wa kushiriki katika kusimamia na kuongoza shule ya umma ya sekondari hasa shule ya kata iliyopo katika kata hii.
2. What is your perceived understanding of "community participation in managing those/this school(s)"? (kuhusu uelewa wa neno ushiriki wa jamii).  
In Swahili language: Ndugu wanajamii, mnaelewa nini kuhusu maana ya ushiriki wa jamii katika kusimamia na kuongoza shule ya sekondari ya umma hasa ya kata katika kata hii. (Nini maana ya kushiriki wa jamii katika kusimamia shule ya sekondari ya umma iliyopo katika kata hii)
3. Is there a need of community members including parents of students in this ward to participate in managing those/this school(s)? If yes, Explain why? (Uhitai wa ushiriki)  
In Swahili language: Je, kuna umuhimu wa wanajamii mkiwemo wazazi wenye watoto shuleni kwa sasa kushiriki katika kusimamia na kuongoza maendeleo ya shule ya sekondari ya umma iliyopo katika kata hii?
4. What do you think are the key responsibilities of the community members including parents of students in managing those/this school(s) in this ward? (Wajibu wao)  
In Swahili language: Endapo kuna kushiriki wa wanajamii; Je, nini majukumu ya msingi ya wanajamii mkiwemo wazazi wenye watoto waliopo katika shule ya sekondari umma ya kata kwa sasa katika kusimamia na kuongoza shule hiyo?

5. What is the current state of community participation in those/this school(s) in this ward in your view? Please, provide me with specific examples if possible. (Hali halisi ya ushiriki)  
In Swahili language: Katika mazingira halisi kwa vitendo, Je, wanajamii mnashiriki katika kusimamia na kuongoza shule ya sekondari ya umma iliyopo katika kata hii? Ikiwezekana, mtaje mifano halisi ya ushiriki wa jamii katika jambo hili.
6. What ways do community members including parents of students participate in managing those/this school(s) in terms of; (Njia ya ushiriki)  
In Swahili language: Je, njia gani zinatumiwa kuhakikisha wanajamii mnashiriki katika kusimamia na kuongoza shule ya umma ya sekondari ya kata hasa katika haya yafuatayo;
- Academic and financial matters (Maswala ya Taaluma na fedha)
  - Students' behaviour/ discipline. (Nidhamu ya wanafunzi katika shule hiyo ya kata)
  - Needs for teachers (accommodation and motivation) (Mahitaji ya walimu- makazi na motisha, nk.)
7. What would you like to describe in specific cases from your experience of working cooperatively with community members in managing those/this school(s)? (ushirikiano)  
In swahili language: Je, nini mngpenda kuelezea kutokana na uzoefu wetu juu ya uwezekano wa kushirikiana bega kwa bega na uongozi wa shule katika kusimamia na kuongoza shule ya sekondari ya umma ya kata katika kata hii?
8. What improvement, if any, do you think could be put in place if community members including parents of students participate in managing those/this school(s) in this ward? (Faida ya ushiriki)  
In Swahili language: Je, mnafikiri ni faida gani itajitokeza endapo jamii itashiriki kusimamia na kuongoza shule ya sekondari ya kata iliyopo katika kata hii?
9. What are the key strategies you use to motivate community members to participate in managing those schools in this ward? (Mikakati inayotumiwa kuhamasisha ushiriki)  
In Swahili language: Je, Mnafikiri ni mikakati gani inatumika kuhamasisha jamii ishiriki katika kusimamia na kuongoza shule ya umma ya sekondari iliyopo katika kata hii?
10. Is there anything that you want to add about community participation including parents of students in managing those/this school(s) in this ward? (Kama kuna lolote la ziada)  
In Swahili language: Je, kuna lolote la kuongeza juu ya mada hii ya ushiriki wa jamii katika kusimamia na kuongoza shule ya umma ya sekondari iliyopo katika kata hii? Kama kuna mmoja wetu ana lolote, awe huru kusema bila shaka.

There is also an information sheet (Copy) enclosed, which asks for a few pieces of information concerning community participation in managing the school, if you are willing to be interviewed. Your responses will be kept strictly anonymous in the research project. The ethics Protocol is enclosed too, forming an agreement between us both with respect to your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date 14 – days after being sent to you) formally agreeing to the interview if you are still happy to do this, or letting me know

## GENERAL CHECKLIST FOR INTERVIEW QUESTIONS, PROMPTS AND PROBES

Interview Questions	Prompts (If not already mentioned)	Probes (for further clarification)	Notes
1. Please, tell me a little bit about your leadership experience in managing this school.	What serious problems you have been experiencing in managing this school?	What assistance do you seek (from whom?) in handling problems that you face in managing this school?	How do you think community participation has been/will help deal with serious problems that you have been experiencing in managing those/this school(s)?
2. What is your perceived understanding of “community participation in managing the school”?			Try to ascertain if there is a notion of incorporating community in managing the school.
3. Is there a need for community members in this ward to participate in managing this school? If yes, explain why?		How often do you need community participation in running the school?	Study attitudinal status of the school head-on community participation in managing a school.
4. What do you think are the key responsibilities of the community members in managing this school?	Do you feel that they often assist you in your role in managing the school?		Observe records on attendance list signifying community participates in matters of managing the school
5. What is the state of community participation in managing this school in your view? Please provide me with specific examples if possible.	If the community participates, - how often? how many times have you been experiencing their participation	If the community participates, give documentation support	
6. What improvement, if any, do you think could be put in place if community members participate in managing this school?			Identified successful roles played by the community in managing the school.

<b>Interview Questions</b>	<b>Prompts (If not already mentioned)</b>	<b>Probes (for further clarification)</b>	<b>Notes</b>
7. What ways do community members participate in managing this school?		What are additional ways of motivating the participation of community members in managing a school?	
8. What would you like to describe in specific cases from your experience of working cooperatively with community members in managing this school?	Give a note on the community members attendance,  Apologies  Communication  Support	Do they let you know officially if they are unavailable?	How if their turn up is poor? What do you often do to maintain their roles in managing this school?
9. What are the motivation strategies you use to enhance community members to participate in managing this school?		What support have you designed to ensure that the community walks – in to support you in handling problems in managing this school?	
10. Is there anything that you want to add about community participation in managing this school?		What do you think should you give us a general remark on this matter?	

**INFORMATION PACK FOR SCHOOL HEADS, CHAIRPERSONS OF SCHOOL BOARDS, PARENTS OF STUDENTS AND COMMUNITY MEMBERS FOR OBSERVATION IN SCHOOL MANAGEMENT TEAM AND SCHOOL BOARD MEETING SESSIONS SEPARATELY.**

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Dear (name of School head),

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to make a participant observation on the state of community participation in discussing matters on managing this school in the school management team (SMT) and school board (SB) meeting sessions separately.

Observation is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK. My research project focuses on finding out the state of community participation in managing public secondary schools particularly ward-based public secondary schools in their respective wards.

I, therefore, request your permission to observe the school meeting sessions as identified in paragraph one above and make notes where possible to record voices on the content and focus of the meeting. This includes how community members including parents of students participate in the discussion, are prepared to take roles and work together cooperatively with the school management team, for which sensitizing community participation is a vital component.

Extracts from the notes including recorded voice may be used as part of the thesis but get assured that names will not be used and any individual participant identifying feature will be deleted. An ethics protocol is enclosed, forming an agreement between us both respecting your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date -14days after being sent to you) formally agreeing to my observation of your school meeting sessions.

I hope that you will feel able to offer permission and participate in this matter.

Yours faithfully,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)



Dear (name of Chairperson of the school board),

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to make a participant observation on the state of community participation in discussing matters on managing this school in the school management team (SMT) and school board (SB) meeting sessions respectively.

Observation is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK. My research project focuses on finding out the state of community participation in managing public secondary schools particularly community secondary schools in their respective wards.

I, therefore, request your permission to observe the school meeting sessions as identified in paragraph one above and make notes where possible to record voices on the content and focus of the meeting. This includes how community members including parents of students participate in the discussion, are prepared to take roles and work together cooperatively with the school management team, for which sensitizing community participation is a vital component.

Extracts from the notes including recorded voice may be used as part of the thesis but get assured that names will not be used and any individual participant identifying feature will be deleted. An ethics protocol is enclosed, forming an agreement between us both respecting your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date -14days after being sent to you) formally agreeing to my observation of your school meeting sessions.

I hope that you will feel able to offer permission and participate in this matter.

Kindest regard,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

Dear Parents of students,

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly community secondary schools. I would like to make a participant observation on the state of community participation in discussing matters on managing this school in the school management team (SMT) and school board (SB) meeting sessions respectively.

Observation is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK. My research project focuses on finding out the state of community participation in managing public secondary schools particularly community secondary schools in their respective wards.

I, therefore, request your permission to observe the school meeting sessions as identified in paragraph one above and make notes where possible to record voices on the content and focus of the meeting. This includes how community members including parents of students participate in the discussion, are prepared to take roles and work together cooperatively with the school management team, for which sensitizing community participation is a vital component.

Extracts from the notes including recorded voice may be used as part of the thesis but get assured that names will not be used and any individual participant identifying feature will be deleted. An ethics protocol is enclosed, forming an agreement between us both respecting your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date -14days after being sent to you) formally agreeing to my observation of your school meeting sessions.

I hope that you will feel able to offer permission and participate in this matter.

Kindest regard,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

Dear community members,

I am a student from the University of Birmingham researching community participation in managing public secondary schools particularly ward-based public secondary schools. I would like to make a participant observation on the state of community participation in discussing matters on managing this school in the school management team (SMT) and school board (SB) meeting sessions respectively.

Observation is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK. My research project focuses on finding out the state of community participation in managing public secondary schools particularly ward-based public secondary schools in their respective wards.

I, therefore, request your permission to observe the school meeting sessions as identified in paragraph one above and make notes where possible to record voices on the content and focus of the meeting. This includes how community members including parents of students participate in the discussion, are prepared to take roles and work together cooperatively with the school management team, for which sensitizing community participation is a vital component.

Extracts from the notes including recorded voice may be used as part of the thesis but get assured that names will not be used and any individual participant identifying feature will be deleted. An ethics protocol is enclosed, forming an agreement between us both respecting your right to withdraw and confidentiality.

I would be most grateful if you could return it to me by (insert date -14days after being sent to you) formally agreeing to my observation of your school meeting sessions.

I hope that you will feel able to offer permission and participate in this matter.

Yours faithfully,

Hassan Khalfan Hamidu

(Graduate Research student)

Dr. Tom Bisschoff

(Main Supervisor)

**OBSERVATION REQUEST (CONSENT) FORM FOR OBSERVATION IN SCHOOL MANAGEMENT TEAM (SMTs) AND SCHOOL BOARD (SBMs) MEETING SESSIONS RESPECTIVELY.**

Observer: \_\_\_\_\_  
Category of the meeting: \_\_\_\_\_  
Chairperson of the Meeting session: \_\_\_\_\_  
Representative of Community members in the meeting session: \_\_\_\_\_  
Representative of parents of students in the meeting session: \_\_\_\_\_  
Location of Meeting session: \_\_\_\_\_  
Date of the meeting session: \_\_\_\_\_

**Purpose of Observation**

The observation is part of my research project for the award of PhD (Education) at the University of Birmingham in the UK.

**Confidentiality**

Research ethics (see Ethics Protocol) will be observed at all times in the observation, analysis and use to which data may be considered and taken or put. The data from the observation will only be available to staff tutoring on the PhD (Education) and EdD programme at the University of Birmingham in the UK and possibly to the External Examiner for my thesis. But your names will be left out and your features will be deleted. Also, the observation may be used as part of written papers, articles or books, but devoid of your names and eliminating any individual participant identifying features, however subject to research ethics.

**Acknowledgement**

Kindly, please sign the following form to show that we have agreed on its content and complete the table below to signify whether you would like to get a summary of observation notes, recorded voice or research findings as detailed in the Ethics Protocol.

(Put a tick (✓) where appropriate indicating your interest or decision)

Participants' Interests or Decision	Meeting Chairperson		Participants Representative	
	Yes	No	Yes	No
1. I would like to get a summary of the observation notes				
2. I would like to get a summary of findings when the research project is complete				

Signed (Observer): \_\_\_\_\_ Date \_\_\_\_\_  
Signed (Chairperson of the Meeting session): \_\_\_\_\_ Date \_\_\_\_\_  
Signed (Representative of parents): \_\_\_\_\_ Date \_\_\_\_\_  
Signed (Representative of community members): \_\_\_\_\_ Date \_\_\_\_\_  
Signed (School Head): \_\_\_\_\_ Date \_\_\_\_\_

**“Thank you very much for your time and sincere cooperation in this research project”**

**Ethics Protocol for observation of the school management team and school board meeting sessions respectively.**

**The Project**

The research project aims to explore the state of Community participation in managing ward-based public secondary schools from the perspective of education reflecting the existing education and training policy orders and circulars. This ethics protocol officially requests your willingness to be observed while you are in the school meeting sessions during the conduct of this research project.

Views enunciated during the observation will be considered together with literature in education to form a part of the PhD (Education) including EdD leaders and leadership thesis. Whilst observation notes and recorded voice with participants' names and identifying features will be deleted, may only be used in the thesis. Besides, quotations may also be used in books or papers, all over again without any identifying features, subject to research ethics.

**Anonymity and Confidentiality**

Notes and recorded voice on observations including any noted conversations as well as any other collected data will be kept confidential and only used for research purposes. No names of parents of students, school heads, chairpersons of school boards, community members, regional and district education officers will be used. Resilient care will be taken to keep the work anonymous.

**Informed Consent**

If you have any questions about this ethics protocol, the questions (included in the covering letter) or any other aspect of the research please contact me.

The observation will be recorded and transcribed with respect to your consent within a month of the interview. If you would like a copy of the summary of notes made (so that you may appeal that some information is not included in the thesis, or you just wish to check if the information is correct) please indicate this on the form.

**Right to Withdraw**

You have a right not to answer questions or to withdraw from the research project up to one month after the observation took place in your area of jurisdiction.

**Feedback**

A summary of leading findings will be made available for research participants (participants) upon completion of the thesis. If you would like to get a copy of the summary, please point out this on the form.

**“It is my great pleasure, and I am pleased that you feel able to participate in this research project”**

## OBSERVATION SCHEDULE FOR SCHOOL MANAGEMENT TEAM MEETING SESSIONS

1. Name of school: \_\_\_\_\_
2. Main agenda for the meeting session: \_\_\_\_\_
3. Date of the meeting: \_\_\_\_\_ Time: \_\_\_\_\_
4. Chairperson of the meeting session: \_\_\_\_\_
5. Secretary of the meeting session: \_\_\_\_\_
6. Venue for the meeting session: \_\_\_\_\_

S/No	Category 3. The opportunity of fairness..... (Cont....)	Frequency	Percentage	Grade score per 100%
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S/No.	Categories	Attendance	% of the present	Overall list (recorded)
	<b>CATEGORY 1. Attendance</b>			
1	Parents of students attending the meeting session			
2	Community members attending the meeting session			
	<b>CATEGORY 2. Contribution of views during the meeting session</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Grade score per 100%</b>
1	School head telling a little bit of his/her leadership experience on the tabled agenda being discussed in managing the school.			
2	Chairperson of school board telling a little bit of his/her leadership experience on the tabled agenda being discussed in managing the school.			
3	Parents telling a little bit of their participation experience on the tabled agenda being discussed in managing the school			
4	Community members telling a little bit of their participation experience on the tabled agenda being discussed in managing the school			
	<b>Category 3. Opportunity of fairness</b>			
1	The Chairperson of the meeting is fair enough on allowing participants to speak out their views on the agenda.			
2	The school head supports giving freedom to all participants to speak out their views on the agenda.			
3	Parents of students have free opportunity to speak their views on the tabled agenda during the meeting session			
4	Community members have free opportunity to speak up their views on the tabled agenda during the meeting session			

5	Time allocated and spent by the chairperson of the meeting to speak			
6	Time allocated and spent by school head to speak			
7	Time allocated and spent by parents of students to speak			
8	Time allocated and spent by community members to speak.			
9	Who dominates speaking than all others in the meeting? 1.) Chairperson 2.) School head 3.) Parents of students 4.) Community members			
10	The response of the chairperson of the meeting session on the views or ideas spoken by parents of students			
11	The response of the chairperson of the meeting session on the views or ideas spoken by community members			
12	The Chairperson of the school management team inculcate a sense of parents of students to own the school that the school is theirs, therefore their active discussion of the meeting agenda in managing the school is most vital.			
13	The Chairperson of the school management team inculcate a sense of community members to own the school that the school is theirs, therefore their active discussion of the meeting agenda in managing the school is most vital.			
14	Parents of students through their views explain their perceived understanding of community participation in managing the school demonstrating that they are accountable to cooperate with the school management team in managing the school.			
15	Community members through their views describe their perceived understanding of community participation in managing the school demonstrating that they are accountable to cooperate with the school management team in managing the school.			
S/No	<b>Category 4. Motivation</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Grade score per 100%</b>
1	The Chairperson of the meeting session encourages parents of students to participate by giving their views and physical contribution on how to improve the management of the school in their ward			

S/No	Category 4. Motivation	Frequency	Percentage	Grade score per 100%
2	The Chairperson of the meeting session encourages community members to participate by giving their views and physical contribution on how to improve the management of the school in their ward			

3	The Chairperson of the meeting session puts forwards agreed responsibilities for the school management team to put into practice.			
4	The Chairperson of the meeting session puts forwards agreed responsibilities for parents of students to put into practice.			
5	The Chairperson of the meeting session puts forwards agreed responsibilities for community members to put into practice.			
6	The Chairperson of the meeting session acknowledges parents' participation being fruitful in managing the school. Hence, welcome them again.			
7	The Chairperson of the meeting session acknowledges community members participation being fruitful in managing the school. Hence, welcome them again.			



## OBSERVATION SCHEDULE FOR SCHOOL BOARD MEETING SESSIONS

1. Name of school: \_\_\_\_\_
2. Main agenda for the meeting session: \_\_\_\_\_
3. Date of the meeting: \_\_\_\_\_ Time: \_\_\_\_\_
4. Chairperson of the meeting session: \_\_\_\_\_
5. Secretary of the meeting session: \_\_\_\_\_
6. Venue for the meeting session: \_\_\_\_\_

S/No	Category 3. The opportunity of fairness..... (Cont....)	Frequency	Percentage	Grade score per 100%
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S/ No.	Categories	Attendance	% of the present	Overall list (recorded)
	<b>CATEGORY 1. Attendance</b>			
1	Parents of students attending the meeting session			
2	Community members attending the meeting session			
	<b>CATEGORY 2. Contribution of views during the meeting session</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Grade score per 100%</b>
1	School head telling a little bit of his/her leadership experience on the tabled agenda being discussed in managing the school.			
2	Chairperson of school board telling a little bit of his/her leadership experience on the tabled agenda being discussed in managing the school.			
3	Parents telling a little bit of their participation experience on the tabled agenda being discussed in managing the school			
4	Community members telling a little bit of their participation experience on the tabled agenda being discussed in managing the school			
	<b>Category 3. Opportunity of fairness</b>			
1	The Chairperson of the meeting is fair enough on allowing participants to speak out their views on the agenda.			
2	The school head supports giving freedom to all participants to speak out their views on the agenda.			
3	Parents of students have free opportunity to speak their views on the tabled agenda during the meeting session			
4	Community members have free opportunity to speak up their views on the tabled agenda during the meeting session			

5	Time allocated and spent by the chairperson of the meeting to speak			
6	Time allocated and spent by school head to speak			
7	Time allocated and spent by parents of students to speak			
8	Time allocated and spent by community members to speak.			
9	Who dominates speaking than all others in the meeting? 1.) Chairperson 2.) School head 3.) Parents of students 4.) Community members			
10	The response of the chairperson of the meeting session on the views or ideas spoken by parents of students			
11	The response of the chairperson of the meeting session on the views or ideas spoken by community members			
12	The Chairperson of the school management team inculcate a sense of parents of students to own the school that the school is theirs, therefore their active discussion of the meeting agenda in managing the school is most vital.			
13	The Chairperson of the school management team inculcate a sense of community members to own the school that the school is theirs, therefore their active discussion of the meeting agenda in managing the school is most vital.			
14	Parents of students through their views explain their perceived understanding of community participation in managing the school demonstrating that they are accountable to cooperate with the school management team in managing the school.			
15	Community members through their views describe their perceived understanding of community participation in managing the school demonstrating that they are accountable to cooperate with the school management team in managing the school.			
<b>S/No</b>	<b>Category 4. Motivation</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Grade score per 100%</b>
1	The Chairperson of the meeting session encourages parents of students to participate by giving their views and physical contribution on how to improve the management of the school in their ward			

<b>S/No</b>	<b>Category 4. Motivation</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Grade score per 100%</b>
2	The Chairperson of the meeting session encourages community members to participate by giving their views and physical contribution on how to improve the management of the school in their ward			
3	The Chairperson of the meeting session puts forwards agreed responsibilities for the school management team to put into practice.			
4	The Chairperson of the meeting session puts forwards agreed responsibilities for parents of students to put into practice.			
5	The Chairperson of the meeting session puts forwards agreed responsibilities for community members to put into practice.			
6	The Chairperson of the meeting session acknowledges parents' participation being fruitful in managing the school. Hence, welcome them again.			
7	The Chairperson of the meeting session acknowledges community members participation being fruitful in managing the school. Hence, welcome them again.			

## GENERAL CHECKLIST FOR OBSERVATION

1. Number of school meeting sessions per term and per year in a respective ward.
  - a. Are community members participating in the school meeting sessions to join a team in discussing matters on managing ward-based public secondary schools in their respective wards? If they participate, there is a need to observe the following;
  - b. The number of community participants present in today's meeting session.
  - c. Attendance records of community members in previous meeting sessions and observation in the next meeting sessions in their ward.
  - d. Frequency and number of community members contributing ideas or expressing their perceived understanding of their roles of participating in discussing matters about managing the public secondary school in their ward.
  - e. Does the chairperson of school management team meeting session inculcate a sense of community members to own the school that the school is theirs and therefore no way out they must do anything possible to ensure schools are well managed, reduced with a load of problems, using the same effort they had during the establishment of the schools in their ward?
  - e. Is there any sign shown by community members or even demonstrated by the school management team that community members are accountable in management matters including problems and putting ways forward to improve management of the school ending up providing quality education to students in their ward?
  - f. What roles have the community members taken to work on in managing the school in their ward?
2. What is the immediate response of school management teams on the response of community participating in school meeting sessions discussing matters on managing the schools?
3. How do I see the mode of interaction between community members and the school management team during the meeting session?
  - a. Is it a democratic meeting session that community members are free to air out their views on the agenda?
  - b. Who speaks more than the other between community members and the school management team?
  - c. Does the school management team on behalf of the government listen to critiques and accommodate the ideas for future improvement cooperatively in managing the school?
  - d. Do community members on behalf of all other people in the ward and national at large, listen to critiques and accommodate the ideas for future improvement cooperatively in managing the school?
4. What strategies did the meeting put in place to motivate and improve the participation of community members through school meeting sessions to easier management of the school in their ward?
5. How does the school meeting end?
  - a. What are general responsibilities have been taken forward by the community members in managing the school matters in their ward? How are they going to carry out them?
  - b. What are general responsibilities have been taken forward by the school management team in managing the school matters in their ward? How are they going to carry out them?
  - c. What is the conclusion reached at the end of the meeting session?

**END**

## Appendix Five

### (a) One among the Individual Interview Transcripts

#### COMMUNITY PARTICIPATION IN MANAGING PUBLIC SECONDARY SCHOOL. A CASE STUDY OF WARD-BASED PUBLIC SCHOOLS IN THE MOROGORO REGION, TANZANIA

Field Research Conducted in the Morogoro Region between May - October 2015

A Case Study Area 3. MVOMERO DISTRICT COUNCIL

### 3.2 Secondary School 3 at Mzumbe ward

#### Interview Transcript 14.

**3.2.3 An interview with the Head of School – Mr. .... (Interviewee), and Hassan Khalfan Hamidu (The researcher, Interviewer)**

#### Introduction

My name is **Hassan Khalfan Hamidu**. Currently, I am a PhD student at the School of Education, the University of Birmingham in the United Kingdom. As described in the information pack provided to you earlier. Am researching community participation in managing public secondary schools. However, the main area of concentration lies in the community schools in each selected respective ward.

First, I would like to thank you for your informed consent to this interview. Thereby, I would like to interview you, the head of Mongola secondary school located at Mzumbe ward in the Mvomero district council. I believe under your consent everything will be okay and I believe you will be ready to answer the interview questions and am highly asking for your cooperation. However, I could put clear that the medium of instruction for this interview is English if you think you want to use our national language ‘Swahili’ to explain something very clear and in detail, you can do so. This is according to the interest that you might have.

Welcome.

**Interviewee:** Thank you, I would like to welcome you to our school. My name is Mr. ...., am the headmaster of Mongola secondary school.

And I will try to tell you each and everything which you need about these ward schools. Am sure that you will be satisfied with what I will tell you. You’re warmly welcome.

#### Response to the interview guide/questions

(i.) *Tell me a little bit about your experience in managing public secondary school(s).*

**Mr. ....:** I have been ahead of schools of this type for 8 years now. Aaaah.... Aaah....in managing this school, we normally involve parents, guardians, the community as a whole, the school board, teachers and students as well. In so doing, normally we invite parents and guardians into the school meetings with parents to discuss issues concerning managing the development of the school, academic progress in terms of student performance, activities and problems or challenges we are facing, students’ discipline and teachers too.

In the case of the school governing board, it has a concern in managing this school especially when there is a problem occurred at our school such as concerning any construction project, in discipline cases of students and teachers too, the status of school fees payment and contributions linked to our budget projection, and the well-being of this school generally. Yah.

*Prompt: What serious problems you have been experiencing in managing those schools or this school?*

**Mr. ....:** Yah.... Among the serious problems that I encounter in managing this school is mainly based on the two areas;

There is a problem of inadequate or shortage of school infrastructure as a whole. We lack enough buildings for the school. No teachers' houses out that only house where I live as ahead of school. Many teachers live very far from this school, almost 25Kms Most of my teachers stay in the Morogoro town or let me say municipal, and so they normally use public transport which has too many irregularities that make them attend late in the morning at school. Hence, they fail to teach first classrooms' teaching-learning sessions, students often miss such morning sessions too. We don't have an administration block. We don't have teachers staff room, and hence we decided to make use of one classroom as a temporary teachers' staff room, and even I, the head of school as you see am using this small room as an office for a school head, but it was meant to be a school store before I converted it to be my office as I had no office to stay and work.

- Lack of furniture (tables, desks, chairs, and cupboards) for students as well as for the teachers.
- We don't have a school library even subjects based departmental libraries. Even if we buy books, where to store them is a serious problem for us.
- We don't have any laboratory though such a project is under construction now.
- Indiscipline cases of students. This is especially for those students who are coming from very far from here such as some the walk 15. But others walk 20 kilometres to get to their homes and come to school. Yah. They walk on foot; no other transport means for them. For example, I have many students who are living at Kimambira village which is 20Kms from here at Mongola secondary school, and they walk that 20 Kms coming to school and another 20Kms going back home from this school. Thus, they walk 40Kms every day. And that is only one example but there are many of them walking at the same distance and some 15Kms x 2 every day.
- We don't have a hostel here. It has been a very big risk, particularly to girl students. Having this problem, there are some few parents normally maybe hire houses or just rooms for their students particularly girl students from the private apartments or houses owned by some local community members in this Changarawe village where this school is located at Mzumbe ward.
- But those parents and guardians who have a very poor socio-economic status, of which are many, fail to hire and rent rooms for their children at the school vicinity. Therefore, their children used to trek down the road covering those 15 and 20 Kms every day except Sunday.

Now, to both groups, there we face serious indiscipline cases from those who live in rented rooms in these village streets, and those walking at such a long distance to their home and back to school every day. In such circumstances, especially girls are highly subjected to indiscipline cases...Mmh.

*"..... (A 3 minutes quiet. Nobody speaking anything. Shows a responded pained with such situation he has explained mainly to girl students as he was unhappy when talking about it) ...."*

Otherwise, cooperation from the parents is not.....iiiiii...much bad is somehow good but the problem I can see it on the side of the community as a whole...Mmmh. I have a problem with the majority of local people in remote villages within this ward their participation is extremely low that I can even rate it 10-20% since seldom they provide us with cooperation. This gives us a very hard time dealing with students' indiscipline cases outside the school campus, behind my office, two built foundations for the extra classrooms have remained dormant for three years now.

A good example is that: 'This year, until July, I have received school fees from only 20 out of 192 parents' and the first quarter government capitation fund that I expected to receive in April delayed until June'.

But sometimes, there are very few especially those serious parents and guardians of students particularly those who live here.... where this school is if there is any problem, they normally call me, inform me about what they have observed as a problem and they ask me "...call us..." Therefore, I don't have much problem with the participation of parents and guardians and other very few non-parents of our students here as at least they actively participate in managing this school. Maybe this is because most of the parents living in this village are well educated as some are lecturers, teachers and retirees. So, they know the importance of education to their children.

*Probe: What assistance do you seek (from whom?) in handling problems that you face in managing this school?*

**Mr. ....:**

Mmh. I always seek assistance from ...mmmmh..... different parts of the community, for example, the village government. Helps me much by convincing all community members who have their own houses subject to let, near this school in Changarawe village. So, they help by letting their houses or rooms for teachers but at reduced rent. Therefore, they provide or looking for cheap houses for some teachers to stay instead of teachers to stay in hostels that are used by Mzumbe university students. I wish they should change their style to make us also part of them when making decisions rather than making us only implement what they decide.

In terms of construction, we have got a community-school construction committee in which we normally sit at least two or three times a year. In those meetings, we often meet to look for the problems concerning the construction projects in our school. For example, this year the main project was the construction of the laboratory of which we have not completed until this time in which we are just implementing our state president decree that we must construct laboratories now. But before that, we aimed to build a hostel first for girl students who face many challenges as I told you at the beginning. As I said earlier many students come from very far from here. But we suspended that to obey the presidential decree about such issue of laboratories.

Often, we rely on assistance from the school board and the school management team. In terms of handling discipline cases, the school management team works hand in hand with the school board, we discuss, we plan, and we agree on certain measures. But also, we are used to incorporating parents and guardians of those students to get up with a joint effort on some actions that we take.

Our governing board of this school is made up of 'we have chairperson, one parent of students, two reputable prominent community elders, head of NGO or community-based institution or companies (if any) and sometimes WEO and WEC when consulted.' These members all are appointed proposed by heads of the schools and approved by LGAs to represent the community.

There are some community initiatives. It happens, we need assistance from outside this society where the school is located. For example, as a result of the cooperation between this school and some very committed local people of this area, we are proud of our partnership with some communities of Germany using 'Germany-Mongola partnership.

*Probe: How often do you need community participation in running this school?*

**Mr. ....:** Aaah. I need them every day because the school is in operation every day.

The school needs security, infrastructure, and expansion of the school due to the increased enrolment of students. Yet this school is within the community environment, also it was built by community members including parents of students.

*Probe: Do you have any documentation that shows the record of their participation?*

**Mr. ....:** Yes.

*Probe: And will you provide me with a copy of such a record?*

**Mr. ....:** Yes, if you want them.

*Probe: For example, if someone has been called but will not attend, so he/she officially let you know?*

**Mr. ....:** Mmmh... Very.... very few community members tend to notify the school management even the school board whether will not attend or will attend the meeting. But the majority of them, majority community members don't do that. I always find that time goes up, but very few attended the meetings, so we proceed with those few. This is because I can't force them to come.

*Probe: How if you are calling them but their turn up is poor contrary to the number of participants you expected? What often do you do to maintain their participation in managing this school?*

**Mr. ....:** We are used to keeping on reminding each other. I sometimes report to the school board for further advice and even to the WEO's office, where through WDC, all VEOs and villages units' chairpersons get reminded to talk with their people mainly parents of students to develop a tendency of attending the school meetings that WE aim to talk to them.

*(ii.) What is your perceived understanding of community participation in managing this school?*

**Mr. ....:** Community participation in my area is not bad, to a certain extent they participate.

Once I get a problem concerning the management of this school, I am often used to write parents and guardians letters, and that they attend the meetings to discuss such raised agenda. Though the community turn up some parents and guardians in such meetings is poor.



But there are some parents if I call them never miss to come. Even when I call or invite individual parents and guardians, they normally come to my office or meet my teachers.

Sometimes, there are very few especially those serious parents and guardians of students particularly those who live here at Changarawe village where this school is if there is any problem, they normally call me, inform me about what they have observed as a problem and they ask me "...call us...". Therefore, I don't have much problem with the participation of parents and guardians in this school. They participate at almost 75%.

For example, this time, they told me that soon after opening the school for a second term in a year (July – December 2015) call us because there is a problem of making some kind of rehabilitation of the school. Mmmh.

Most of those active parents and guardians of that commitment are the teaching and non-teaching staff of Mzumbe University, Changarawe primary schools and other villages' primary schools. These means are educated, and they know the value of education to their children. They when they come, ask me to tell them what's going on in this school? Something that comes from them.

Even WEO and his officers give me good participation in the construction of this school at almost 55 to 60%.

Community participation to me maybe the local people to take part, to share thoughts, activities, decisions, and contributions of any type in managing this school. But normally parents and guardians participate much at 70% than the wider community members who many of them rarely participate at a range of 10-20%.

*Prompt: How about those community members who are not parents of students, are they participating?*

**Mr. ....:** They all fall in the 10-20% category as I mentioned earlier.

Also, we don't have consistent and appropriate communication mechanisms between the school and the community. Aaaah... in terms of other community members, in fact, on that side there are problems because it is sometimes difficult for me as a head of school to meet them directly as there are no such mechanisms.

So, **the** participation of the wider community is not good; this is mostly to those rural villagers, due to the very distance, for them to walk. However, community members from distant rural tend to participate through their VEOs who often attends the WDC meetings and get invited to my school meetings with parents, guardians of our VEO.

To be candid, the participation of those who do not have children right now in this school is poor about 10-20% in our school meetings. But indirectly, they participate in ward and villages level community meetings where they are conscientious to participate.

Hence, they have been contributing their money for the school development such as 10,000 TZS as £4 and later 20,000 TZS as £8 from each community member in all villages for the refurbishment of those three classrooms to be science laboratories. For this matter, their participation will raise to 65%.

(iii.) *In your understanding, is there a need for community members to participate in managing this school?*

**Mr. ....:** Yes. There is a high need for community members to participate in managing this school. Even for those who do not have children here now, one day they will have children or relatives here.

They are the ones who built this school. Yet the school is within their area of jurisdiction, so they are immediate stakeholders of the school.

They are the ones who built this school using their resources. Yet the school is within their area of jurisdiction, so they are immediate stakeholders of the school. Even now they are contributing their resources to develop this school according to what we demand. We receive very limited government resources and bad enough not on time. So, without community contributions, we cannot manage this school as you see it now.

But also, whilst participating, they build a good social cohesion among themselves, we teachers and our local leaders. I mean we develop good relationships and connections between school and the community but also community and school and other public development institutions in our ward locality.

I can tell you that, if they participate fully, we may have very healthy communities characterised by strong cooperation in terms of partnership because we as a school we can use community and their activities especially traditional local knowledge and skills as a learning resource to our students. Good still, they also use school resources for various community social activities related to local sports, religious activities, traditional ceremonies, and anything that often they feel that as a school we can give them. When we cut some trees located in our school especially where we want to build extra classrooms or anything in plan, some used to collect tree residues that they use for firewood whilst some offers, they labour at a very little remuneration as we agree to each other.

*Probe: Do community members (including parents and non-parents) participate in managing this school?*

**Mr. ....:** They participate as I have explained in the previous response. Though it is an indirect way, they participate. But in terms of direct participation in managing this is school, is a bit poor at about 10 to 20%. You may refer to my previous response on this matter.

(iv.) *What do you think are the key responsibilities of the community members including parents of the students in managing this school?*

**Mr. ....:** they give us directives when we are about to handle some difficulties in managing this school. If we have some problems and we have consulted them for their inputs, they give way forward, *“...do...this...do that...and we shall do...this...whilst you are doing that...”* And sometimes those active parents and guardians direct me that send this to your school board or the WDC if they see a need for that. And I then take it to where I have been directed by the parents and the guardians.

The other responsibility is on...nnnnnh..... especially on ensuring that this school has appropriate infrastructure. For example, last year, this school had no electricity and water services. I informed the school board, and we agreed to take this concern to the parents and guardians meetings with this school. You can't imagine, we discussed together, planned and organised ourselves, then put into action what we agreed upon all together. We agreed to each parent to contribute 10,000 TZS as £4 that will be used to install electricity at our school. It was successfully done under the good coordination of our school board chairperson Mr Matekere. Early this year, this school got connected to have electricity and now we have

electricity. At this point, their participation raised from 75% to 85% as there are still some parents and guardians who did not participate at all. Therefore, they participated in the development of the school. Yes.

*Probe: Thank you. What are their other responsibilities?*

**Mr. ....:** Well. In developing school academics; in January this year (2015), we had parent and guardian's meetings that sked a need to have a joint gauging examination with Mzumbe secondary school (a large and old government school with highly talented students). They were seriously in need of that. The aim was to encourage the improvement of our children academic performance. They emphasised that "... *We will contribute our money even about 8000 TZS as £3 for the examination for each student to facilitate our students to compete with the students of Mzumbe secondary school... .. we need that.*" Many parents and guardians participated by contributing such amount of money to facilitate those gauging examinations... For that sake, I can rate their participation to 90%. There were a few parents who did not cooperate for their private reasons.

*Probe: In the same matter, how about those community members who have no children here?*

**Mr. ....:** Nooo... Community members who have no children here don't participate at all as they consider that parents and guardians of students in that school are more responsible for that issue but not them. But

Last year during the graduation of our Form IV, we invited all community members regardless they have a child here or don't have one.

Many community members attended the graduation ceremony. Of interest, those community members who do not have their children at this school, they asked that "... we need to have a 'Harambee' like (a Swahili word implies "community mobilisation" as fundraising for the development of that school. Those who insisted on this were not parents having their children at this school.

Wonderful enough, at the same time during that graduation they put into action what they had proposed. We received the raised 2,000,000 TZS as £640 for the well-being of our school. In contributing that money, some of those who contributed were not parents of any student who was at this school.

To this level, I, as the head of school discovered that if I have a direct communication link with community members even those who at the moment do not have children at this school, community participation in managing this school will be extremely good.

*(v.) What is the current state of community participation in managing this school in your view? Please provide me with specific examples if possible.*

**Mr. ....:** Aaaah... For example, at the beginning when we started the contribution for the construction of laboratories in this school. The community as a whole were involved. Each community member had to contribute 10,000 TZS as £4 and later 20,000 TZS as £8 for the project including equipping such laboratories.

We have the problem of political interference and contradiction: But as time goes on, community morale goes off, maybe because of interference from opposition political parties misleading politics as they convince them not to contribute because the government has money to do each and everything in this school. So, their participation started being poor.... poor until today.

But parents and even all other community members may be thinking that the upcoming new government this year will phase out all the contributions, and even paying the fee as they hear some rumours...due to this oncoming general election for a new government. So, they have stopped paying school fees and all the required contributions even before such an upcoming new government. This situation has resulted in a shortage of school funds to manage itself.

Therefore, I can roughly rate community participation in terms of parents to be 60% and other community members who do not have children here just 25%.

Some community members during the construction of classrooms volunteered to bring 500 red burned bricks, 2 to 3 trips of sand for the construction.

But all the problems as I mentioned earlier have not been completely solved because they are still there. You finish this problem; it comes another one. It's impossible to finish all problems facing the management of these community schools. It's no easy. Another problem we have here, they don't believe us despite we give them a summary of all school finances in each of our school meetings with them.

(vi.) *What ways do community members including parents of students participate in managing this school in terms of academic matters and financial matters?*

- *Let's start with managing the academic improvement of this school*

**Mr. ....:**

#### **Managing academic improvement of this school**

Through resourcing the school. Well.... maybe for those who have no children here, is very difficult for them to participate in managing school academics. Possibly when we invite them to the students' subjects' trips, they normally contribute some money just a token that you will give your students for some water whilst on the way. Very little anyway. I can generally rate community participation in this matter at 10 - 20%.

On the side of parents and guardians of students participate in monitoring children academic performance when they come back home when they visit at school when they get students' academic progress reports. They also attend the school meetings that we often invite them to get reports, discuss problems, and get opinions, suggestions, challenges, and solutions as a way towards improving students' academic performance in this school. At this juncture, I can rate their participation at 35-40%.

*How do they participate in managing the financial matter of the school?*

**Mr. ....:** They often contribute some money, physical materials and labour for those who have no money as per the agreement.

We have a school community partnership here. Possibly for that Non-Government organisations. We have Mongola–Germany partnership. We launched last year through Dr Milanzi of Mzumbe University. They assisted us with a computer set and many books, especially science books. Because I told them that we are facing a shortage of science teachers. Therefore, they told us that aaah we will assist you with some science books perhaps will at least help just a bit of BUT will make students have something to read for their science subjects.

But also, some individual community members, such a Professor Itika assisted us with some books.

But for a normal parent or community member to participate in managing academic matters of this school, it's very rare. I can rate such a rarity at 5% only.

*Probe: Have you been open and transparent on each and everything particularly on financial matters to community members of this ward? If yes or No justify your response.*

**Mr. ....:** Yes. I am used to giving them feedback about their school fee and any other contributions they have made it. For the parents and guardians, I normally call a school meeting with them two times in a term which makes four times a year to inform them of the financial position of the school from the beginning of the term and the financial position of the school at the end of the term.

But we normally post some of the information concerning school finance to the district secondary education officer (DSEO), to the...eeeh...ward education officer (WEO), and as well to the teachers and even to the students.

Once we receive capitation funds from the government, maybe 200,000 TZS as £200,000 as £64 for January to March (Quarter 1), I normally put it on the notice board for everyone to see and read. That is to inform teachers and students that we have received 200,000 TZS for the capitation grant this amount.

*Probe: how do they or in what ways do they participate in managing student behaviour in this school?*

**Mr. ....:**

In managing student behaviour in this school; ...aaaa...yah... we have a discipline committee for this school. Members of this committee involve parents who have students here and those who have no students here. That community was formed based on zones making this ward. Mzumbe ward is made of four different zones (Kilimahewa, Vikenge, Changarawe, Sangasanga, just members from different villages in this ward. Those members are responsible to gather various information about student's discipline wherever they are. When they think we have a lot of information about students' indiscipline cases, we call each other, we meet, discuss, plan organise actions, and we send a report to the school board for further action.

*Probe: In what ways do community members (How do they) participate in managing needs for teachers such as accommodation and motivating teachers?*

**Mr. ....:**

When it comes to managing needs for teachers such as accommodation and motivating teachers; parents for example and the community as a whole tend to ask me that, "...if there are teachers interested to stay at

Mzumbe particularly Changarawe village where this school is located, tell us. We shall offer them reasonable rent for them. That means they parental fee for them to stay here and teach our students”. This has been due to those very committed parents of students who have their houses or let say apartments here at Changarawe village or nearby this village. Therefore, they participate in that way....by reducing the hiring fee for the rooms in their own houses where teachers can hire.

*Probe: Is there any other way maybe they do to motivate teachers outside the issue of residence for teachers?*

**Mr. ....:** Maybe sometimes WEO used to assign some teachers to do some occasionally happening special duties at the ward and villages level and pay them just a token to motivate them to work hard in this school. In previous times, that some duties like a population census, registering voters and supervising the national election duties were only given to primary school teachers as motivation and extra incentives in their life. But the current WEO has gone far to include secondary school teachers from my school, which is very good, and am happy on motivating teacher like that way. Those duties include filling population registries in all villages in this ward, registering general election voters, registering local people for the national Identity cards, etc.

But also, parents and guardians including some volunteering community members who do not have their children at this school, tend to contribute 5,000 TZS as £2 for paying teachers who teach remedial classes during weekends and holidays also after school hours.

*(vii.) What would you like to describe in specific cases from your experience of working cooperatively with community members in managing this school?*

**Mr. ....:** to begin with, my teachers, am working with them in a very cooperative way as they give me good cooperation, even the students are to a certain extent cooperative. To be candid, I don't have a problem with my staff at this school.

On the side of outside this school; the government, mainly the village government, the school board and the parents give me good cooperation. They are cooperative to me to a certain extent. Likewise, for those who have no children at this school, there some of them are very cooperative with me. For instance, am considering their normal tendency that, “... we need to meet you and discuss that...and this... even though we don't have children there...” Therefore, if they ask me that they want to meet me to discuss, they join us in our meetings or various discussions. I must thank them. Maybe this is because Mzumbe area particularly Changarawe village people, most of the parents are well educated, as some are lecturers, teachers and retirees. So, they know the importance of education to their children. But I have a problem with those villagers located outside Changarawe village particularly local people in remote villages but within this ward, their participation is poor that I can even rate it at **10-20%**. Their cooperation for me is very rare. Therefore, I get consoled by community members of this Changarawe village where this school is located and is where Mzumbe University is located. These Changarawe-Mzumbe people are actively participating in managing this school as I have said, rare well-educated people.

I have nothing more to say here, rather than what I have already insisted that the very important matter is that I have a problem with the majority of local people in remote villages within this ward. Their participation is extremely low (emphasis HHK) that I can even rate it 10-20% since seldom do they provide us with cooperation. This gives us a very hard time dealing with students' indiscipline cases outside the

school campus, behind my office. Two built foundations for the extra classrooms have remained dormant for three years now.

*Prompt: How do you think community participation will help deal with serious problems that you have been experiencing in managing this school?*

**Mr. ....:** It has been helpful by the way. It is a community effort and the resources they invested here, now we have this school. Thereafter, Due to them, we have a house for the school head, we are building laboratories for science subjects. Before that all together we had a plan to contribute build a hostel for students but with more emphasis on girl students than boys. So, the lateness problem could be solved. Some have linked us with external people like Mongola- Germany Partnership, and so we got science textbooks. On top of all others, I think community participation is very helpful in managing this school. Of importance, I think those local people from remote villages in this ward, must be conscientised fully to instil in them that this school is theirs and so they have to fully participate in managing this school.

*(viii) What improvement, if any, do you think could be put in place if community members including parents of students participate in managing this school?*

**Mr. ....:**

When the community provides us with the resources that we need, they make the school at least function better. Well.... mmh... one or... eeeeh heheheh (Laugh). In terms of academics; maybe encouraging us to have such a joint gauging examination with Mzumbe secondary school and the community pays for that, will result in an improved competency-based learning and students' academic performance. Hence, the number of students getting distinction, and merits will increase at and highly decreased number of students failing. This approach will improve the quality of academic delivery and students' academic performance and the raised standard of our school.

But also, we shall have a highly reduced and even solving at all students' indiscipline cases including early pregnancies, marriages, girls drop out from school, truancy and students walking a long distance to school and back home, and even making them live in privately rented rooms where they are affected by pressure from Mzumbe University and Bodaboda (motorcycle passenger servicemen). This is because this school will have enough hostels and its fence including the school fence for the sincere security of our students.

If there is effective community participation by practice, the school will have all required and appropriate infrastructures such as administration block, teachers staff room, laboratories, libraries, school canteen or a hall for various social recreations, meetings, and even using as an examination venue too. All teachers will be living within the school premises or nearby because of the available teachers' houses built by the community. Perhaps this school will buy its vehicle for various school activities.

In terms of managing financial matters; everything will be well improved. Openness and transparency will be key points of motivating their participation in managing this school. Because they contribute, they need feedback.

Even for the members of the community, used to communicate, build the unity that makes everybody feel togetherness and connected sometimes we call it cohesion.

But when they work together in the form of partnership, knowing each other, working together and at the end school graduates bring back economic returns to the parents when they are too old. But also, they work in hospitals, banks, roads, and schools too. This builds up a healthier community.

*Probe: Do you involve them in deciding on school finance, academic matters students' behaviour and the needs of teachers?*

Mr.....: Generally, as a community, we normally involve them through the school board particularly those who do not have children at this school. For parents, we normally involve them in the school meetings where we normally listen from them and value all that they say and we put it into action, they give opinions, suggestions, ideas, challenges and solutions.

*Probe: Do community members have their representatives on that school board?*

Mr. ....: Yes, they have representatives on the school board. And that board is as a part of the community representative body instead of all community members to come here and have the meetings, which is difficult by the way.

*(ix.) What are the key strategies you use to motivate to motivate/encourage community members to participate in managing this school?*

Mr. ....: Perhaps;

- Openness and transparency - is the most motivating to the parents, guardians as well to the community as a whole. If we are using the school fund, and we are open and transparent, they normally participate without fear. If we are not open it becomes a problem for parents, guardians as well to the community as a whole.
- Using school meetings, and community meetings at the village level and ward level, and their visits to my office or teachers in this school, we involve them in managing this school. Involving parents, guardians as well to the community as a whole in any matter about managing this school. For the parents and community members at large to be involved, they feel that we are the part and parcel of the school. We are used to telling them that without their participation, nothing can continue in this school until they come, and we share ideas and other contributions.
- Listening to them, valuing up their contributions in terms of money, ideas, suggestions, challenges, and projects as a community in managing this school. I and my colleagues tend to put into action anything that they have advised or suggested that seems useful in managing this school.
- Inviting everybody of this community to attend any special events such as graduations, get together parties, lunch and drinks, fundraising that often they introduce themselves make them highly motivated in participating in managing this school.
- Teacher- community visits just to build up a strong partnership: I have designed a regular teachers' visiting schedule to each village where always we talk with local community members, encourage them that we are together and discuss many issues that solve problems of that school'



- For those who make greater contributions in this school, we sometimes design appreciation certificates and send them. Particularly who gives us much more money than any others, those who link to external assistance like that of Mongola Germany partnership.

*(x.) Is there anything that you want to add (in general) about community participation in managing this school?*

**Mr. ....:** I would be very happy, and it's very useful to find that parents, guardians as well to the community as a whole to continue to participate in managing this school as its open that we don't have a computer room, we don't have a hostel, we don't have administration block, we need to have staff's houses. All these things need high cooperation from the parents, guardians and the community as a whole. Therefore, community participation is highly needed at this school, for the well-being of this school.

The very important issue here is to seriously educate all community members, local government leaders, even we head of schools on how to ensure effective community participation in managing this school. This will help to curb all the problems that I have mentioned. But also, to me, I don't see any difficulty issue here if community members are allowed to appoint their reps.

There is another problem of political interference and contradictions; to professionals who manage these schools. Some of our local grassroots local leaders are very corrupt particularly ward counsellors and WEOs. they confuse us as professionals who manage this type of school. This problem needs a very serious observation; once community members including parents and guardians of students, start to believe ahead of school due to his or her openness and transparency, proper usage of their contributions, valuing their contributions and participation in general; they listen much such head of school. When the head calls them, they immediately come; but the problem comes here, this is to the politicians particularly. I encountered a problem when I was ahead of school at Melela secondary school in previous time before I was shifted to come to this school. The community of Melela ward loved me very much and they kept talking about it everywhere because of the openness and transparency way I used to head that school. They reached a level of saying aaaah... this is the person we want even to be village chairperson or ward councillor of Melela ward. For those politicians, they became my enemy, and they played a great role to make sure that I am getting shifted from that school and a ward locality to any other place.

**Interviewer:** Thank you very much **Mr. ....**, the head of Mongola secondary school. This is the end of this interview. I appreciate your cooperation. You have given me good cooperation in this interview.

**Mr. ....:** Thank you very much. You are welcome again.

**- End -**

## **(b) One among the Focused Group Interview (FGI) Transcripts**

### **COMMUNITY PARTICIPATION IN MANAGING PUBLIC SECONDARY SCHOOLS. A CASE STUDY OF THE WARD-BASED SCHOOLS IN THE MOROGORO REGION, TANZANIA**

Field Research Conducted in the Morogoro Region between May - October 2015

#### **A Case Study Area 7. ULANGA DISTRICT COUNCIL**

#### **7.3 NAWENGE WARD.**

#### **7.3.4 FOCUSED GROUP INTERVIEW WITH THE COMMUNITY (FGI 12) – for Secondary School 12**

Interview Transcript No. 51.

7.3.4. Focused Group Interview (FGI) including a Short Discussion with The Ward Community Members that comprised of Five Non-Parents of Students and Four Parents of Students and Hassan Khalfan Hamidu (The Researcher, Interviewer).

#### **Introduction**

My name is Hassan Khalfan Hamidu. Currently, I am a PhD student at the School of Education, the University of Birmingham in the United Kingdom. First, I would like to thank you very much for the one you accept to participate in this Focus Group interview including a short Discussion conducted in this venue of your choice. I do hope you're the community members of the Nawenge ward in the Ulanga District Council. As described in the information pack provided to you earlier, right now, am researching community participation in managing public secondary schools. My concentration is on the community schools in each selected respective ward because these schools were built by the community.

I have got a Focus Group interview guide which I need some opinions, experience and other issues allied to that. I believe under your consent I will get your cooperation. Welcome.

I would like to inform you that English is the medium of instruction in this interview. Will you be comfortable using English?

Mr WK: (On behalf of all FGI Interviewees): Aaaah...I suggest that it will be good if we use the Kiswahili language as it will make us explain anything you ask us in detail.

Interviewer: Okay. Don't worry. As you feel comfortable in using the Kiswahili language be free to use it. Welcome (Karibu).

Mr W K: Thanks, and welcome.

NOTE: Dear members everyone here is free and allowed to share ideas opinions in any question that comes up as we go on in this focused group interview and discussion.

Response to the interview guide/questions

*(i) Dear members, tell me a little bit about your experience in managing public secondary school(s) particularly community school(s) in this ward.*

*- Excuse me; it will be better if each member of this meeting tells his or her experience. Welcome.*

Mrs A M:

Aahh...I am a community member of the Nawenge ward. To be honest I have never attended any school meeting since teachers have never invited me. I remember early this year we agreed to provide students food especially examination classes Form II and IV and the ward education coordinator (WEC) reported that until today only 69 out of 249 parents of students have contributed whilst students are left with only one month to do the exams despite all parents decided and agreed that each one could provide 5kg of rice and 3kgs of beans and 1550 TZS (£0.62). Of course, I can admit that we are not cooperative enough in implementing what often we agree with teachers.

Few amongst us in our rural areas, tend to organise ourselves and we say ok let we assist teachers on anything that he or she needs but can't afford. We do this at least to reinforce his or her morale to assist our children

But we have our local community meetings where I often attend when our village crier announces an upcoming meeting needing us to attend. I have attended some of the previous local community meetings conducted within our ward. Our participation in solving problems which are facing that school is amongst issues often discussed in all these meetings.

I have been participating through contributing in terms of money such as 10,000 TZS (as £4) each month in managing the construction of school infrastructure such as classrooms, toilets and laboratories including hostels and houses for teachers. But sometimes if the situation goes on contrary to our expectations, we fail to give what the school demands from us. I can give you a good example: I know, we agreed each parent provide 5kgs of rice, 2kgs beans and 5000 TZS (£2) per term, but what can I give if I ended getting very poor harvests which are not enough to feed my very big family and my parents, what can I give to school then?

Community monitoring teachers' commitment to teaching, students' discipline and reporting students' indiscipline cases. However, I have seen in most of the given classroom subjects' assignments, my child missed all right answers but my child reports to me that whenever she consults teachers for correction and more guide, she ends up getting very disappointing replies: go to find out at your own, tell your parent to look for tuition centres for you... Her brother last year failed CSEE and this aaah... So, what's this do we deserve it?

Also, I and my fellow community members sometimes participate in monitoring and reporting to teachers' commitment in teaching students in the classrooms at school, and students' discipline especially truant students who used to hide behind my banana farm. I think this is also my contribution to managing students discipline at that school...eeeh.

We lack feedback, openness and transparency; But one thing paining us is that we don't get feedback on the contributions that our local leaders collect from us. They don't read to us a detailed report about ward income and expenditure including balances. If we ask, they are only deceiving us by talking a lot of .... bla.... bla.... bla.... (*None sense words or talk*).

Mrs FM:

Ah eh..... I am used to attending our local community meetings though, to be honest, the number of my fellow participating community members have been decreasing from time to time. You know here any public development project is discussed at such our local meetings. Then implementation starts there.

We experience a very limited opportunity for the community to voice up their views, opinions and challenges: But I must be open that when I attend those meetings, we have never been given a chance to give my views and thoughts though I need such an opportunity. But it's too limited. Normally our ward councillor (WC) is the common chairperson of our villages' meetings in the presence of ward executive officers (WEO), village executive officers (VEOs) and other representative leaders. They only give a very limited time such as one minute only for community members to ask a question or give our views or thoughts.

Since October 2013 to date, I don't have any interaction with the teachers of that school. But for four years before 2013 as my child was studying there, we used to call each other, meet at school and share ideas and opinions on many issues relating to students' attendance, performance, school resources

We do not trust their local leaders); I believe our leaders take it more politically. Yet they don't give us satisfying answers as everyone starts sighing eeeeh.... eeeeh because they deceive us until everybody becomes disappointed and declaring will never attend the next meeting. Something very disappointing is we have had three rooms for science subjects' laboratories construction project since January 2013 but each month in each year we participate by contributing our money, human labour and bricks but it's not completed until today even until the end of this year it will never be completed. Now we don't see anything going on there, but they continue taking our money and bricks. I have been contributing 10,000 TZS (as £4) each month...eeeh.

We the wider community lack direct access to participating in managing the school; I am not used to attending and participating in the school meetings because I don't have my child studying there at this moment but also, I don't directly access participating in managing school internal development matters compared to our fellow parents of student used to do. My children are still in primary education. But also, the school has never invited me.

Perhaps because they don't have direct access to get me compared to how easily they communicate and get our fellow community members who at this moment have their children studying at that school. They normally use students to send their parents invitation letters calling them to attend school meetings which often involve parents who have their children there...eeeh. But they don't have direct access to us who currently don't have our children there.

Mr ZM:

Thank you very much.

We, community members, have a very positive will and heart to participate fully in managing our public development projects including that school by sharing all little resources we have if are for our benefit.

Our participation in developing that school did not start today or this year. Using our resources, we built that school until you see it functioning as a school. Since the 1990s we are used to contributing 10,000 TZS (as £4) for couples and 5,000 TZS (as £2) for a single I mean unmarried community member. Amongst us, some have been contributing in terms of providing human labour in fetching water, collecting sand, red bricks and stones at the building site at school. But others who have no money to contribute each month have been participating in terms of contributing 500 red bricks at that school.

Recently using the same style of the mentioned contributions, we have been there building three extra classrooms, and later laboratories. One classroom which is currently being used by form V and VI geography students, our fellow Mahenge mineral resource exploration company (MMREC) from Australia who has invested their projects within our ward, as part of the community of this award for the time being contributed much to complete it. It is ok and that classroom is being used by students and their teachers. But two classrooms are incomplete until now since 2013 and this is August 2015.

As a community, we often contribute to physical resources. Each month we contribute, and our leaders collect such contributions from us. For example, also we have the project of building three rooms for science subjects' laboratories which also started in the same year as those other mentioned classrooms in 2013 until now we have not completed this project too.

But we are continuing with contributions. Each month and each year I have been contributing 10,000 TZS (as £4) including volunteering my masonry skills in building walls of such classrooms and laboratory rooms. And I do that because am very fearful of the community police's harassment when they arrest us but also such threats from our primary court of law, I don't want to be jailed just because of failing to contribute the mentioned categories of contributions.

We need more hostel rooms for our children since our area is very mountainous and most of the student walks a very long distance to and from school.

To me the main problem facing us now, I can say that our leaders overlook the question of feedback, openness and transparency related to all matters of managing the school. But to be honest, our local leaders are not informing us about how much was collected in terms of the fund, how many contributed in terms of the fund, labour and 500 red bricks. But also, what's the expenditure and at what priority and how far the project has gone to an expected goal. Also, how much is the fund balance and gap needing us to add more funds and red bricks? This is a very big problem. This is the main reason for many of us dodging to continue participating in managing that school in terms of contributing our resources unless they use a very serious force to us. In fear, then we participate by contributing whilst unhappy and without our consent. But many community members are trying at our best to participate in terms of giving our contributions that our leaders force us to do it.... eeeeh

Mrs YS:

I am a community member. I normally participate in terms of attending our local village council meetings which involve the community as a whole. Following the instructions that we often get from our local leaders especially ward executive officers (WEO) and villages' executive officers (VEOs).

I have been contributing 10,000 TZS (as £4) each month for the school construction projects such as classrooms, school toilets, laboratories and any other related building. I don't participate in school meetings because I don't have my child at that school. So, teachers are not used to inviting me. Perhaps they don't have easy access to reach me...eeeh. But that school was built by us using our resources..... Mmmh.

On issues related to trust; I have a problem that makes me very demoralised. To be honest our local leaders are not trustful because it's a long time now since we started participating in terms of giving our resources in the name of the building and developing that Nawenge secondary school.

But I have never seen our leaders giving us feedback on how many people have contributed, how much they have collected in each phase they collect. Yet they don't make us aware of the oral expenditure and balances of the contributions that they take from us. Some of our fellow community members tend to volunteer in making, burning and contribute red bricks for any construction project which at the moment is

taking place there. According to their instructions, contended that if someone has no money to contribute each month may give them at that school 500 red bricks. But our leaders are not telling us how many have contributed red bricks, how many red bricks until now have been collected from the community and how are they used. But how do they use the money they collect from us. This is a very embarrassing situation.

We have a very limited opportunity for the community to voice up their views, opinions and challenges. Bad enough if one dares to ask that during our local community meetings eeeeh...eeeh! (Sighing)..... they will talk and talk as if drunk. After all, are easily tempered if anyone keeps on asking them about the money, they collect from us. If we say ok, we shall not continue to contribute unless they give us feedback.....aaaah (*very disappointed voice twisting her head*),

It doesn't work since they decide to use our community police force passing in our streets announcing deadlines before arresting everyone who has not contributed. They tend to arrest and harass us... Sometimes they use threats that will jail us will send us to the primary court of law finally jailed.

So, for me to avoid all these I decided to contribute so that I will be left free and continue with my day to day activities. But sincerely speaking this situation has played a great role in our recent passive participation in managing that school. We just participate by being forced in fear of being arrested, harassed jailed and wasted our time.....yes.

It happens, we agree, and we promise but sometimes later it comes to the mind of the majority of community members that these teachers receive a salary and many incentives from the government, so they go let them go.

Mr JS:

Thank you very much. Yes. I am a local community member of this Nawenge village located within Nawenge ward at the Ulanga district.....eeeh.

I have experience of living here in all my life until now am 55 years old. All this time or let me say years I have been in a frontline volunteering in various public development projects within our village and ward at large including that our school Nawenge secondary school.

For example, I participated in establishing that school from the beginning until you see it functioning well as it is. That Nawenge secondary school historically was established by the community members of this Nawenge ward though it was not in the phase of secondary education development plan (SEDP) of 2004-2009 because this was built under the guide of each division locality which is more than a ward locality should have at least one public secondary school to increase the opportunity of absorbing the results of Education for All policy (EFA of 1990).

This increased the number of successfully pupils completing primary school education in Tanzania. Therefore, we started building this school in the late 1990s. But when the SEDP came up, that school was also incorporated as a ward-based school until today.

The construction of any needed school infrastructure has been a duty of community members of each respective ward. And everything has been organised at the local government level under the ward development committee (WDC) which involves all village executive officers (VEOs).

Community members as a whole have been participating in building further that school through attending our local community meetings where everything is organised instructed from there. Then we come into implementation by giving contributions as instructed by WEO and VEOs.

I have been participating in our local community meetings. But also participating in terms of paying some money such as 10,000 TZS (as £4) for the construction of classrooms, school toilets, laboratories and any other related building. At times when I am free, I used to volunteer myself at the construction site where I was mixing cement and sand used as brick motors. Sometimes parents are given further responsibilities such as ‘mobilising each other to implement what agreed during the meetings to ensure issues like effective feeding of students at school.

However, recently there are some issues which have disappointed me and have broken my heart leading to my poor participation due to some top local leaders lacking trust from us as not only they are not open and transparent to us, but we contribute much am sure that the buildings are not of a quality that everybody when looks at them will be satisfied according to given government standards.

For example, since this idea of building three rooms for science subjects’ laboratories, we have contributed much since early 2013 until today August 2015 building is incomplete and I am not satisfied with the quality of the buildings themselves. There’s one room there we started contributing money for building it in January 2013. Our local leaders (WEO, WEC and other allies) used to collect 10,000 TZS (as £4) from each couple of community members and 5,000 TZS (as £2) from single community members in this ward and approximately this ward has a population of 35,000 households. But until now am talking here that room walls have not been completed even at windows level. We don’t even know how much they have collected from us since January 2013 until today. We don’t know how our contributions are spent and what a balance is. But they maintain forcing us to participate in terms of contributing some money, labour and bricks.

Yet our local leaders are not open and transparent to us about the whole situation. They keep on asking to participate in building school classrooms, laboratories! If a community member decides not to be cooperative unless gets answers to all delayed projects whilst we have contributed much for it, he or she becomes an enemy of our local leaders. They alternatively use community police force and threats from the primary court of law to make us participate in terms of continuing to give them our money. We give them but at a bending neck.

We are still asking that we continue contributing to the school infrastructural development so that our children get an education at a well-furnished school. We also provide our human labour in various school construction activities.

Yet we don’t see the development that everybody expects to see! Why? Where our money goes?

When we ask these questions and many of us become very curious about this situation normally our local leaders are deceiving us, are not talking the truth...eeeh. So, all these make us broken-heart, or I can say demoralised and become passive participants in managing various development projects of that school despite it was built by ourselves...eeeh.

To be open, I have never seen any feedback of all the money that our local leaders collect from us as citizens including some NGOs or companies that have invested their projects in this district or ward. This is a very complicated and unsettled issue within our villages and wards at large.

We don’t have an effective community mobilisation. Our leaders do not involve us in understanding or making school infrastructural needs assessments, planning and making the decision. But we are seen as important in terms of giving them our resources without any feedback.....ah..... (Sighing).....very boring. I honestly maintain telling you that;

*“... often our local leaders (WEO, WEC and his allies) look at collecting money from us in the name of ‘community contribution for managing school infrastructural development’ but we are not given feedback of how much collected, such money spent*

*and how much the balance. But they maintain to make us blind of this by having all very few local community meetings. Sometimes we have two local meetings in the whole year or if our leaders discover that we have a lot of complaints they conduct only one local community meeting in the whole year...". Mmmmmh yes.*

Unrealistic representative bodies: we have never voted anyone to be our rep in the school board and we don't have the power to force it that's how they set it to be in the way they feel it suits them. This is also a big problem we experience here. This is a bit complicated, how someone can represent me without my consent as I have never voted anyone for us in that case.

This situation should be rectified immediately our leaders need to be educated including us to change the situation...Mmmh. Thank you...

Mrs AK:

Thank you very much.

I am also a community member of this Nawenge village within the Nawenge ward. I have my child studying at Nawenge secondary school. To be honest we have cooperation between community members, our village local government and that school.

When our leaders such as ward executive officers (WEO) and village executive officers (VEOs) call us for our local community meetings at the village government council office, though not all of us but the way I see it majority used to attend such meetings....eeeh. We are allowed to give our opinions though not much but at least we talk...eeeh

For those whom we have our children studying at that school, often we attend school meetings where we discuss students' academic performance, discipline matters, school financial situation including gaps and teachers.

We are used to sharing ideas more at school meetings compared to our local community meetings where sometimes our leaders forget themselves that we are there needing to listen from them but also, they must listen from us...anyway it might be a human weakness sometimes we take it easy as part of life...eeeh.

In terms of implementing instructions from our local community meetings that each household should contribute to the construction of school infrastructure, I have been contributing 5,000 TZS (as £2) each month a year for the school infrastructural construction projects.

Mr APM:

Aaaah.....I *am* a community member of this ward, especially this Nawenge ward. I have a child at that school. Therefore, I am amongst parents whose children are studying in that school. I have been attending school meetings in which teachers used to involve us to discuss issues like students' academic progress, discipline and matters related to teachers. There are some problems such as our failure or delay paying school fees and other contributions, teachers used to call us at school, and we share ideas about it, and we agree with each other including giving us deadlines.

Nonetheless in the case of my children, when my children are at home, I make sure they do their homework if any and I give them time to socialise themselves and get rest.'

Another issue is related to the dismissal of students from school due to incomplete school fees and other contributions: But in some cases, am not happy with that teachers' action of dismissing our children back



home due to incomplete school fees and contributions just either two days after our agreement. So, they tell us that they have understood us, but they do otherwise. Our income is not regular so we would love it if teachers could understand us that we should cover everything through paying by instalments.....mmh.

When teachers call us, I often go and talk with them. I normally tell black and white about my economic status and income level including sources of my income being uncertain. When we give our ideas and thoughts teachers listen and seem to value it though they don't have patience with us because it is the short time since we agreed to each other to the day they decide to dismiss our children back home to follow school fees and contributions for those who have not completed. However, they should dismiss our children because are less concerned but also, they miss classroom teaching-learning sessions whilst other students proceed.... mmmmmh

But also, when I get a chance after I have heard our village crier notifying us to attend the local meetings. Often when I attend our village or ward local meetings, school infrastructure needs are among sensitive matters being discussed there.

Mr WK:

Thank you very much. About my experience is that I have been participating much in our village government local meetings. Among things that we have been discussing there involve all issues about the infrastructural construction in that school.

We normally get instruction from our local government leaders in our villages especially village executive officers (VEOs) in cooperation with the ward executive officer (WEO) about needing our inputs to make that project done as expected.

I have been contributing sometimes in terms of money at my capacity like 5,000 TZS (as £2). But also, I have offered human labour in collecting stones and red bricks at the classrooms and even during the construction of these laboratories which are still under construction.

When I participate in our local meetings in our villages,

I sometimes speak my views about developing that school which some of them are seen of value, but other views are ignored with some word crashes.... eeheh. We aim to have developed in our village and our ward. If you observe you will find that the majority of community members living within Nawenge village in Nawenge ward are peasants with a very low income. So sometimes having a joint effort by collecting just a little token from each of us finally make something which will in one way or the other contribute to the development of our ward projects including that school...eeeh.

Mrs SM:

Aaaah... I don't have any experience of managing that Nawenge secondary school since I have never been invited to any school meeting which involves parents of students. I think the school does not invite me because maybe I don't have my child studying there.

But I have attended some previous local community meetings where the construction of school infrastructure was on the agenda. In those local meetings, normally our local leaders I mean ward executive officer (WEO), village executive officers (VEOs) have been informing us to participate in developing that

school in terms of building infrastructure the school requires. I have contributed 10,000 TZS (as £4) for the construction of classrooms, school toilets, laboratories and any other related building. But the problem is our local leaders are not telling us the feedback about funds they collect from us.... eeeh.

*Probe: (This question is to those who currently do not have their children at that school.)*

*Why do you think you have never been invited to participate in school meetings or managing that school whilst that is a community school?*

Mrs AM:

Maybe because they don't directly access to easily contact me. But also, I think because I don't have my child studying at that school at this moment.... eeeh.

Mrs FM:

Mmmh.....I think because at this time I don't have my child or relative studying there.

Mr ZM: Apart from not having my child who is currently studying at that school, the way I see it is that school meetings are mainly meant to involve parents of students needing them to work in one team in managing students discipline, maybe parents to ensure that they closely make a follow-up of their children academic progress and performance. When they come back to their homes to check their notebooks which will help a parent to at least confirm whether such child attends at school and into the classroom learning sessions. But also, will help to know whether a child has homework to do and must ensure that he or she does it. A parent is also advised to visit at school to have talks with teachers about the child progress in academics and extracurricular activities and parents' responsibilities. So, all these concerns more parents than the entire community as a whole.....yes.

Mrs YS:

May be such types of meetings are meant for parents of students than all others who bear not having their children there. Parents are very responsible to pay school fees, and any other necessary contributions instructed by the head of school so that internal school programmes can be managed easily especially academic delivery to students...eeeh.

Mr JS:

You have already said that at this moment I don't have my child studying there. I believe that's the main reason...yeah. However, sometimes I don't understand these at all, our district commissioner (DC) orders that no one ask the community or parents to contribute money for either building or improving these schools, yet he doesn't give local education authorities (LEAs) alternatives to improve the schools. But WEO tells us that the school is ours, no one will come from outside to manage it. So, we must share the little we must develop further in our school, which makes sense to me

Mrs SM:

On my side, I see it in a different view. It might be the head of school and his team like very much to see all community members regardless of one has a child or doesn't have one now. But the problem is that no specific designed mechanism to make it possible that the school may have direct access to communicating with us. In that, they could be able to invite us whenever they want us to attend and participate in the school meetings. I am saying this because among the tabled agenda is managing students' discipline wherever they

are and reporting to teachers even their parents in case of any seen students' misconducts. In my view, this task involves the community as a whole not only parents of students. But also making follow-up whether funds remitted by the government as capitation and developments are appropriately used as directed. Because these are the public funds collected as revenue from ourselves. But also, I think about school security which is often discussed at the school meetings but is a concern of the community as a whole. But the school management team end up talking all these to parents because they don't have the administrative mechanism to easily access all the community members outside parents of students.... These are my views and thoughts reflecting on the actual situation. Thank you.

*Probe: Have you attended at least one of the local community meetings at this ward which is about possibly contributions for any development project at Nawenge secondary or any other community secondary school in this Nawenge ward? If No why?*

Mrs AM:

Yes.

Mrs FM:

Yes

Mr ZM

Yes

Mrs YS:

Yes

Mr JS:

Yes

Mrs AK:

Yes

Mr APM:

Yes

Mr WK:

Yes

Mrs SM

Yes

*Probe: How do you feel if not invited and to participate in managing Nawenge secondary school which is within Nawenge ward where you're living as a community member?*

Mrs AM:

That school was built by our resources. So, if not invited I won't feel good because that's a community school and I am amongst community members of Nawenge ward.

Mrs FM:

I will not feel good because I believe that school is ours.

Mr ZM:

I will not feel good. I was part of all the community members who built that school. So, I will feel good when I am a part of the team managing that school.

Mrs YM:

It's not fair because that school is within this ward needing our security and our resources to manage it.

Mr JS:

I will not feel good because I may not have my child studying there today but I may have either my child or my relative in future who may be enrolled at that school. So, I have to participate now to make it better so that it can be the best school for the current and future generations.

Mrs AK:

Not only that I have a child there, but I am a community member who participated in establishing that school. So, if I am not invited, I will not be happy.

Mr APM:

It will not make me happy if I have tested the importance of having that school within our ward as my two children have passed that school and now, they are pursuing their diploma certificate in education.

Mr WK:

That's obvious nobody will be happy if not invited whilst he or she has a child studying at that school. But also, we have young children who will join that school when they complete their primary school leaving examinations (PSLE).

Mrs SM:

Our participation is very important because that's community property. Therefore, it requires our security and other necessary resources inputs to make it prosper. Therefore, I don't think a community may be happy if not invited. I also believe that it was not built there by accident and for somebody else but for the benefit of our generations.... yeah.

*Probe: How many public secondary schools as community schools do you have in this Nawenge ward?*

Mr WK:

At this Nawenge ward locality, we have an only ward-based public secondary school which is commonly recognised as a community school known as “*Nawenge secondary school*”.

*Prompt: What serious problems you have been experiencing in managing Nawenge secondary school?*

Mrs AM:

Lack of openness and transparency leading our local leaders especially the ward executive officer (WEO) and ward education coordinator (WEC) including ward councillor (WC) to lose trust in us. This is because they don’t furnish us with the feedback of the contributions which they collect from us. Yet when we ask they are easily deceiving us and getting tempered if we continue being curious on this concern...eeeh.

Lack of cooperation. Aaaah.....Our local leaders are not cooperative with us. They don’t tell us eeeeh.....how they spend our money that we contribute and at what fund analysis for the construction of that school infrastructure.... mmh. Yet when a community get stuck a bit having no money to contribute at the time that they need us to contribute, our leaders are not patient. They often think that using force and threats through community police officers and the primary court of law is the only way of enduring our activeness to ward participating to manage that school. This is not right to us at all.... Mmmh.

Mrs FM:

Am very disappointed with our local villages and ward leaders because are not humane to us. But also, are not trustworthy to us. We participate by being forced to contribute in terms of money early, but we don’t see what’s going on about the intended project which contributed for...eeeh. For example, they have been used to force us to contribute in terms of money for the construction of any project at that school as the school requires. Yet we don’t see positive results of such pressure exerted on us...mmh.

An example when the issue of constructing laboratories came up, our local leaders took it as an emergency matter which made them ask us that everyone should have completed giving such instructed contributions from June to July 2013. We did it in an emergency consideration. But when they received our money did not do as they earlier informed us, the said laboratories until this August 2015 are not completed. If we ask them, they become furious against us. Yet they don’t tell us how far they collected contributions from us, trending expenditure and at what priorities and balances...eeeh. They don’t do things at the fastest speed as they used in collecting such contributions from us.....eeeh.

Mr ZM:

On my side, I still see a lack of equality amongst us. Nowadays the majority of us have become a bit reluctant to participate in giving contributions in terms of the fund because it happens I have been actively contributing possibly 10,000 TZS (as £4) in the whole year but there are some of our fellow community members seen are not contributing at all just because is a friend or relative or a child of our village executive officers (VEOs) or ward executive officer (WEO) or the village chairperson of the ruling political party. Therefore, because I am currently VEO or WEO of this village or ward, if I have my child or relative, I

embark my chest before them so that they cannot contribute anything and nobody to question that... But you find that many fellow community members are becoming aware of that, thereby demoralises us toward offering active participation.....eeeh.

But also, it has been a long time now, I experience very few local community meetings which involve the community as a whole in a year in which the agenda is managing that school. For instance, it's obvious to us that we may have only one local community meeting or occasionally two per year.

We don't have consistency in terms of communication between the community and school. But in most cases, I may be at home, but I don't hear our village criers announcing to us to attend any upcoming local community meetings. But unexpectedly sometimes I hear that there were local community meetings at the village government council office today.....aaaah. But I don't know why they do this sometimes...eeeh... So here I mean there is very little involvement of the community as there are very few local community meetings. We have a lot of issues to talk about but nowhere and time to do that. And when we have such meetings our leaders tend to limit our opportunity to talk about our views, thoughts and suggestions. So, we dint get an opportunity to talk about our views.....eeeh

Mrs YS:

Our local leaders are not fair to us as they use threats as a key weapon to make us participate in terms of giving them our contributions for developing that school infrastructure.

To be candid we are trying our best to participate but they are the ones who are not fair to us especially when we react needing them to smoothly organise us to participate but also being open to us. But also deceiving us that we should contribute very in a very fast manner as the project should start and end within a short period. But in a real sense, it's something that needs more time as it's not a day down ending project. It happens that they threaten us that all announced contributions that we are supposed to participate in providing it, maybe from May to July. We don't have an option to ignore. Therefore, we contribute. But when that July ends, they don't tell us how many contributed, and how many didn't and what are they going to do with those who have do not contribute. Yet we don't know how much they collected from us and how do they prioritise its expenditure... So, you find that we, who give such contributions it pains us when we see others don't contribute and nothing is done to them.

Mr JS: We don't have even the notice board at our villages and ward local government office. Even the office for our local leaders are very poor to an extent are not working comfortably to give us cooperation that we are seeking from them in managing that school and other development projects within our ward...ayaah.

Mrs AK:

Teachers tend to over punishing students disappoints community participation in managing the school; In my side, community members are not happy with all the ways teachers used punish our children too much in case they do any mistakes or are subjected to any slight mistake at school or when they attend late at school without considering their health and age.

Sometimes they order a child to make 250 red bricks as punishment to a child once has done a certain mistake within the school premises or classrooms during learning hours. So, I see it as over punishing our children beyond the capacity to withstand it. I have been trying to talk about it during school meetings, yet teachers do not listen to us as parents as they continue with this issue.... eeh.

Yet in that school, there's the shortage of teaching-learning materials such as chemicals for experiments, apparatus and other laboratory apparatus, survey tools for geography subject, sometimes the head of school used to tell us that he becomes bankrupt to an extent cannot afford even to buy chalks. Just chalks...ahaaa (*sighing*). They don't have computers for typing and printing examinations and students to learn ICT.

The school also has no school hall for meetings and other activities.

Houses of teachers are not enough it needs more...eeeh. They need more classrooms because the available are overcrowded.

But also, we have cases of students' indiscipline; there some truant students and some of them involving themselves in sexual relations with Bodaboda (motorbike drivers ferrying local people in various areas within Mahenge town) and other street men of Mahenge town. ...eeeh. But what often pains me, you find that you find 'Some parents are aware of their children misbehaviour such as students coming back home before the end of classroom hours whilst others saw roaming around at their homes, but parents don't care. Instead, they continue with their other household socio-economic activities as if nothing goes wrong that needs their attention

Mr APM:

I would like to say that community members of this ward or village locality very much to be involved at all stages of any school major activities which demand our attention to it. But whenever we sit down listen to our leaders, discuss and make decisions, the main problem is not getting feedback on anything that we do and has public efficacy. This is a great problem.

We don't have effective community mobilisation. We are not involved in making needs assessments, planning and making decisions about managing anything introduced to us to manage that school. For example, the school needs human labour, money and building materials from us. Our leaders are supposed to involve us in analysing school needs brought to us to take action to know how much fund is needed. This will help us to plan, decide and implement altogether. But surprisingly our leaders used to call us in the local community meetings to inform us about school needs then they instruct us that every community household will contribute this amount such as 5000 TZS (as £4) or 10,000 TZS (as £4). We don't know why they mention that amount, how did they come up with such an amount, at what criteria, at what needs, and what's the relationship between needs and such mentioned amount? We find that we remain with a lot of unanswered questions. When they finish announcing threats come up as usual. Therefore, the point that.....eeeh... am trying to bring in here is I have never been involved at earlier stages of being informed about the school needs, making needs assessments altogether, planning and making decisions ready for implementation and how we shall implement it.... eeh.

We community members need to make sure that school needs are brought to each village level. Then altogether take part to plan and decide about the resources including how much funds are needed and how we shall implement our decisions to cover the needs at our capacity in each year. But our leaders only dictate what we are obliged to contribute, and we must be active unless force is applied.

Community participation is limited to forcing us to contribute in terms of money. But not in any other steps. But I believe if we could the community could be involved fully in analysing school needs together, planning, deciding, implementing and giving feedback to each other, we could have no problem. Because it could be open to us that we planned together to do this and that. The funds collected from the community have been used to do this and that. The problem here when it comes to issues asking our leaders about the money, they take from us, aaaaahh..... (*Sighing*) that's where a tag of ward starts...hahahahaha (*Laughing*).

This ward has a lot of natural resources that could be well extracted, we could not tighten much asking us to contribute money every time for that school.....eeeh

Mr WK:

The action of teachers over punishing students disappoints community participation in managing the school. I am a parent I have my child currently studying at that school. I am sad that even teachers sometimes are not treating us fairly.

For example, I have not completed paying school fees and may other certain contributions, but I have already notified teachers to be patient with me for some time as I am working hard to get such money and complete all that am supposed to pay.

Unexpectedly, teachers punishing my child by canning him together whipping him five sticks! Why now they do that to my child? I ask myself, does that punishment give my child to pay the remaining school fees? What's the relationship between whipping my child together with canning him and a parent paying school fees? They often do this. This is insubordination to our children. Too much corporal punishment to our children in which are less concerned with the task of paying school fees.

Mrs SM:

My colleagues have almost mentioned the main problems. But I can also emphasize that our local leaders make us broken heart because I contribute my money let say 5,000 TZS (as £2) or 10,000 TZS (as £4) and other resources for that school every month in each year. But there are some few our fellow community members are not contributing anyhow in all months, but nothing is done to them.... This is inhuman to be candid. As my colleague has mentioned, likewise they come at my household with community policemen, using very bitter words to enforce me to contribute in terms of giving them my money but other few are not treated in the same way.... Mmmh.

*Probe: What assistance do you seek (from whom?) in handling problem(s) that you face in managing that school?*

Mrs AM:

We depend on the government which has been collecting revenues for the public development projects.

All our wared and village chairperson should be together with us, and when we work together as one team we shall win everything.

Mrs FM:



If we want to mean

A full swing community participation, the assistance am seeking from the WEO, and WEC together with ward councillor to involve the community as a whole from the very planning, making the decision, implementation and making the evaluation. This will guarantee our participation in that school.

Mr ZM:

I will be happy if we could make sure that not only our leaders but also ourselves to be open and transparent so that we can trust our leaders and they can trust us too...eeeh.

There's a need to get education from the experts in this topic on how there should be a certain mechanism to ensure that the school has direct access to the whole community and the community to have direct access to the school. This will help us.

Mrs YS:

I believe in involving the community at all stages from the beginning to the end. Aaaah... I mean from thinking of, making needs assessment implementation and evaluation of whether successful or not.

Mr JS;

Our leaders must put everything open and honest especially when they talk about needing to actively participate in managing development projects within our ward including that school.

The government should also take a great part to help us in settling all challenges we are facing. The government should increase its budget in education so that the so-called capitation grant should be increased so that that school could get at least a capacity to solve many problems using such funds...eeh.

Mrs AK: I suggest the need for teachers to think about the appropriate time of giving our children punishment when they have done any mistake. But it should not be during classroom hours whilst his or her fellow are continuing with learning sessions... this is bad to us if they continue doing that making our children missing learning sessions because of attending punishments.

We have been asking our local ward leaders to be open, trustful full and transparent to us when dealing with teamwork spirit in managing that school.... yaaah.

Mr APM:

To move away from all these problems, I think we must do something first at our level. We have to start involving the community as a whole from the very beginning of assessing school needs, planning, deciding together and implementing together then provide a well detailed truthful feedback such as telling us that ok... we had this problem, we made this analysis, we needed this amount, this is the number of all who contributed and this is the number of those who didn't contribute, these are steps taken against those who didn't contribute, this is how the expenditure was and this is the balance. We planned to do this, does the expected project done as expected, on top of that these are the problems needing all of us to solve them.... aaaah in this way community participation could be 100% and everything could be marvellous.

Mr WK:

I suggest the need to have many community meetings as possible to get in touch every time exchanging ideas giving hope to each other and sorting our challenges. We are supposed to have at least three to four local community meetings in a year where everything is made open subject to discussion for the improvement of that school and all other public development projects in outward.... yaaah. I would suggest if possible to get donors including development partners to help us in solving problems that we have.

Of importance, we need our leaders to be open and transparent to us as we have been talking from the beginning of this interview. We need them to make us aware of everything which involves us about that school and any other public development project. I see the need of involving us f stages of assessing school needs, planning, making the decision, implementing and evaluating how far we have gone altogether with the projects. That we shall be feeling that we are part of it.

Mrs SM

The way I see it is that the government should increase its budget in financing that school so that it cannot face fund shortage as it is experiencing now. We have contributed much to that school. Now it should be a turn to the government to help us fully.... eeeh.

If the government can help us to bring speciality of this to practise to give us an education about it so that our participation can be smoothly well done. But those experts are highly needed to educate our local leaders to change this style they use to lead us now. Otherwise, community participation will continue declining until it goes off completely...yaaah

(ii) *What is your perceived understanding of community participation in managing Nawenge secondary school?*

Mrs AM:

In my understanding

Getting together and work cooperatively: community participation implies that our local leaders especially our streets or units chairpersons, villages executive officers (VEOs), ward executive officer (WEO), ward education coordinator (WEC), ward councillor (WC), the community as whole and the school management team we sit together at one table we discuss we agree, we decide, we plan and implement what we have altogether decided and planned then we evaluate for the entire public benefits....mmmh.

Using our established partnership, when we sit together to make decisions and act together it instils in both of us a sense of a trued devolved power by decentralisation policy in practice

Mrs FM:

Aaaah.....it's like that this concept refers that our local leaders and community members should be in one line working in one team. If it's the case of managing that school, teachers and the community as a whole and all leaders to be one understanding each other for the improvement of academic delivery in that school which will finally lead to improve students' academic performance at that school.

Sometimes, I define community participation as ensured openness and transparency to the whole community through clear, and shared timelines, feedback and decision making from planning to evaluation level. I normally ensure openness and transparency to the whole community through clear and shared timelines, feedback and decision making, plans and evaluation.

Mr ZM:

As my colleague noted community participation is

Community involvement: involving the community to take part in planning, deciding to implement and evaluating the practice. Giving the community feedback about the inputs that we provide for that school is vital to motivating our participation in managing various activities of that school...

Mrs YS:

On my side, I consider community participation as cooperation in various matters not only that school. It includes working together in any public development projects within our ward..... eeeh.

Mr JS:

When we do thing together from its start to its end that's participation. For example, when our local leaders involve us in managing that school infrastructure, and the action of participating using our resources to manage that school is what this concept means. It involves us to be made aware of each and everything when managing that school.

Mrs AK:

Aaaaahh.....this concept of community participation refers developing a joint effort together with the community our local grass root leaders and the school professional management team in managing that school.

The word community participation involves the community and our local leaders including school leaders to sit together decide, plan work on and evaluate but also give feedback to each other as one team.... eeeh.

Mr APM:

As to how we did in building that school until today we talk about it. We must be one altogether in planning deciding and implementing altogether. For example, now we are talking about managing that school. It's all about unlocking educational leaders' potentials into the different context of working in teamwork as one..... mmmh.

Mr WK:

The way you have asked, I have understood that the meaning of community participation is when it happens there's an issue which needs our attention, we call and inform each other. We sit together we think about it, plan and we make our decisions together and we go to another stage of implementing our decisions according to our plans. So, we plan our strategies from the start to the end of the project.

Feedback is vital to any successful implementation of our plans.... eeeh. We also make evaluations together so that everyone is made automatically accountable for any results or outcome of our practices.

Therefore, until we complete such a project there shouldn't be questions after involving the key players at a maximum. I mean that at the end of the day no one will rise questioning the other.... eeeh. That's what I understand.

Mrs SM:

The way I look at this concept is very easy in which my colleagues have said everything right. What's meant here is to involve the community, and the community should actively participate under a good guide of our local leaders. Our local leaders should not decide things on themselves then ask us as the community just to implement as they make us passive and not active. Yet we maintain complaining against them as not treating us fairly.... mmmh. Failure to involve the community into managing public development projects such as that school whilst it's something established by themselves lead to instilling bad community attitude against such project...yaaah.

*(iii.) In your understanding, is there a need for community members to participate in managing that school? If yes, why? And if No why?*

Mrs AM:

There is a need for community members to participate in managing that school

It's important because if a leader does not involve the community as a whole as immediate stakeholders, who can develop for instance that school. Is it possible for a leader alone to bring the development of that school without people?

Even a teacher if doesn't involve parents in developing the school and managing students' academic performance and discipline, whom he or she can teach because a parent should produce a child raise it and bring to you to teach the child but if you don't involve a parent how can you manage such a child alone.... eeeh.

As each part has its needs, we support and enable the school to provide our children with quality education through making the school use the community as a students' learning resource. On the other hand, we utilise local school facilities and expertise for our educational, social and recreational needs.

Mrs FM:

Yah. There's a high need to fully participate in managing that school.

If our leaders will be deciding and planning things at their own and they don't incorporate our input, a community member cannot be active at all.

Even attending local meetings, it becomes difficult to gather all community members because they don't see the importance of attending the meetings whilst their views are not considered of value. This then becomes a source of many quarrels between the community leaders.... eeeh.

Mr ZM:

Yaaah. In any public based projects, which aims to benefit the community, our participation is noteworthy. That school was built by our own labour money and materials including time.

Any public project without a joint effort with beneficiaries cannot be successfully done.

So, there's a high need for me to participate. That school is ours. In that our participation is highly needed.

Mrs YS:

Yeah. It is important the community as a whole to participate because this is our village and that school, for instance, is ours if we don't participate whom do we expect will participate on our behalf for us.... mmmh.

Mr JS:

Yes. There's a high need because the ones who build the country is a community member. Therefore, we built that school and managing it is our right ...eeeh. Therefore, if I participate fully that school will prosper.

Mrs AK:

...Eeeeh.....there is a need of me to participate. Aaaah it's because first I have my child currently studying there. Second, when participating although our local meetings and school meetings, anything that we all together decide, is what we are going to implement. But if am not involved and our leaders just decide at their own, I will not agree. I will not be serious with it, and I will not be committed because it's not mine. But also, I didn't take part in deciding practising it...eeeh.

Mr APM:

mmmh yeah, it's important. I am saying this because so that school to prosper it depends on the resources that we have been providing since its start. That's why whenever the school need any extra building like classrooms or as now we are building laboratories in that school using our persona resources that our local leaders collect. I can say that we are the key sponsors of that school development.... mmmh.... It's our school. Until today we are continuing with many construction projects at that school, monitoring students discipline anywhere they are, paying school fees and other contributions. So, we are part of that school.

Mr WK:

Eeeeh yes. There's a need. I am saying so because anything for the public is of everyone. However, who is the leader? by the way, the leaders me and you. By that's our school it was built by our persona resources. So, our participation is vital in managing that school. Nobody has to decide on my behalf in this manner. For example, the issue of managing students' academic development and discipline, it's okay we have teachers, but am a parent, am a community member who built that school, and I am continuing building it.

So, we need to sit down together and decide together about managing that school. And when we sit in our meetings the target of participants in the community...eeeh.

Mrs SM:  
Oooh yes.

It is important because our leaders are not alone and implementers of development projects. They are only used to give us instructions. They need us in whatever it can be. Now if it's a public project and our leaders just make decisions and plan at their own then when they come down to us, we listen from them, but we are not agreeing smoothly because whey they decide themselves without involving us... So, you have decided and planned at your own do yourselves. This is the essence of majority community members bringing frictions against our local leaders as they pretend much know.... hahahahaha (*Laughing*).

If leaders don't involve us in planning and making the decision, how can we be active in participating especially by giving our contributions whilst we are not involved in planning and deciding based on priorities. It's not possible at all.

*Probe: Do you as community members participate in managing Nawenge secondary school? If yes you can give an example of areas where at least you have participated.*

Mrs AM:

Yes, but as I said at the very start of this interview that in terms of attending school meetings, I have never attended any school meeting since teachers have never invited me. But I often attend our local community meetings when our village crier announces for any upcoming meeting needing us to attend. I have been contributing 10,000 TZS (as £4) each month in managing the construction of school infrastructure such as classrooms, toilets and laboratories including hostels and houses for teachers. Besides, I mentioned that in some Days back, I often participate in reporting to teachers at school about truant students who used to hide behind my banana farm. I think this is also my contribution to managing students discipline at that school...eeeh.

Mrs FM:

Yeah.

I sometimes

Attend our local community meetings. I still maintain that in such local meetings that I attend I have never given a chance to give my views and thoughts though I need such an opportunity nevertheless the opportunity is very limited.

Normally our ward leaders give a very limited time such as one minute only for community members to ask the question and not questions. I have been contributing 10,000 TZS (as £4) each month...eeeh.

But since I don't have my child studying there at this moment, I am not used to attending and participating in the school meetings. But also, the school has never invited me. Maybe they don't have direct access to us who currently don't have our children there compared to how easily they communicate and get our fellow community members who at this moment have their children studying at that school.

Mr ZM:

Yes, I do. All previous time when a need arises, each month and each year I have been contributing 10,000 TZS (as £4) and our leaders collect such contribution from me and my fellow community members including volunteering my masonry skills in building walls of such classrooms and laboratory rooms. And I do that because am very fearful of that community police's harassment when they arrest us but also such threats from our primary court of law, I don't want to be jailed just because of failing to contribute the mentioned categories of contributions. Amongst us, some have been contributing in terms of providing human labour in fetching water, collecting sand, red bricks and stones at the building site at school. But more others who have no money to contribute each month, have been participating in terms of contributing 500 red bricks at that school.

Recently using the same style of the mentioned contributions, we have been there building three extra classrooms, and later laboratories. One classroom which is currently being used by form V and VI geography students, our fellow Mahenge mineral resource exploration company (MMREC) from Australia who has invested their projects within our ward, as part of the community of this award for the time being contributed much to complete it. It is ok and that classroom is being used by students and their teachers. Despite we don't receive feedback from our leaders, many community members are trying at our best to participate in terms of giving our contributions that our leaders force us to do it.... eeeeh.

Mrs YS:

Yaaaah.....why not. Often, I participate in terms of attending our local village council meetings which involve the community as whole organised and coordinated by our local leaders especially ward executive officer (WEO) and villages' executive officers (VEOs). I have been contributing 10,000 TZS (as £4) in each month for the school construction projects such as classrooms, school toilets, laboratories and any other related building.

In the case of school meetings, unfortunately, the school has never invited me. Therefore, I don't participate in school meetings. After all, at this moment, I don't have my child at that school leading to teachers missing direct access to reach me...perhaps....

Mr JS:

Mmmmmh yes. I said earlier that I have been in a frontline volunteering in various public development projects within our village and ward at large including that Nawenge secondary school. I participated in establishing that school from the beginning until you see it functioning well as it is.

I have been attending our local community meetings. But also participating in terms of contributing 10,000 TZS (as £4) for the construction of classrooms, school toilets, laboratories and any other related building. At times when I am free, I used to volunteer myself at the construction site where I was mixing cement and sand used as brick motors.....yeah.

Mrs AK:

Yaaaah. I have my child studying at Nawenge secondary school. To be honest I have been attending school meetings where we discuss students' academic performance, discipline matters, school financial situation including gaps and teachers. Often, It happens that if I have attended local school meetings, I am used to sharing ideas compared to our local community meetings where sometimes our leaders forget themselves that we are there needing to listen from them but also, they must listen from us. I have been contributing

5,000 TZS (as £2) each month in a year for the school infrastructural construction projects. I also pay school fees and any other necessary contributions instructed by the head of that school.

Mr APM:

Yes. I have been attending school meetings since I am amongst parents whose children are studying in that school. Teachers use.....eeeh.....school meetings to involve us to discuss issues like students' academic progress, discipline and matters related to teachers. I often pay school fees and other contributors to that school. Teachers used to call me at school, and we share ideas about it, and we agree to each other including giving us deadlines.

But also, when I get a chance after I have heard our village crier notifying us to attend the local meetings. Often when I attend our village or ward local meetings, school infrastructure needs are among sensitive matters being discussed there. Thus, my participation is almost 50% I don't want to tell you lies. Sometimes I don't attend local community meetings even school meetings especially when am bankrupt. Yet I see myself that I am feeling guilty because I have not covered paying school fees and contributions at that school.

Mr WK:

Yes. I have been participating much in our village government local meetings. Among things that we have been discussing there involve all issues about the infrastructural construction in that school. I have been contributing sometimes in terms of money at my capacity like 5,000 TZS (as £2). But also, I have offered human labour in collecting stones and red bricks at the classrooms and even during the construction of these laboratories which are still under construction.

When I participate in our local meetings in our villages, I sometimes speak my views about developing that school which some of them are seen of value, but other views are ignored with some word crashes.... eeh.

Mrs SM:

Yeah. Aaaaah... I have never got an invitation from school to attend school meetings perhaps because I don't have my child at that school.

If I am a community member of this ward despite, I don't have my child at that school at this moment, have contributed 10,000 TZS (as £4) for the construction of classrooms, school toilets, laboratories and any other related building.

*Probe: How often are you reminded by the WEO's office that you are also responsible to participate and define your responsibilities when you participate in managing that school?*

Mrs AM:

Aaah...

I don't know what I can say on this question. Our local leaders used to remind us about giving our contributions so that all required infrastructure in that school are built using our resources. Such a reminder used to come to us whenever the local community meetings are held..... eeeh.



Mrs FM:

On my side, I normally hear our local leaders about this reminder during our local community meetings.

Our local leaders have failed to sensitise and maintain reminders about the responsibilities of the community in managing the school. But they don't tell us about our responsibilities. Sometimes often when our leaders talk to us, often they forget to educate us about our responsibilities in managing the school.

I normally see our leaders often emphasize to us about needing our contributions in terms of money such as that 10,000 TZS (as £4), human labour and physical building materials such as 500 red bricks from those who don't have money to contribute for that school.

Mr ZM:

It happens any time we attend the local community meetings. But in most cases, it's just insisting us to participate by giving our contributions as my colleague Felista mentioned.

Mrs YS:

I get reminded only every time I attend our local community meetings. But I have never had anybody trying to define my responsibilities whenever I participate in managing that school. But a reminder is often centred at enforcing us to contribute in terms of money such as that 10,000 TZS (as £4), human labour and physical building materials such as 500 red bricks from those who don't have money to contribute for that school.

Mr JS:

It depends on how many times we may have local community meetings in a year. For example, it has happened that we have one or two local meetings in a year. Thus, we can be reminded either once or two times a year. However, WEO's office normally reminds us about contributing in terms of money so that can be used to build required infrastructure at that school.

Mrs AK:

Anytime we attend at the local community meetings, WEO used to remind us that we must contribute as instructed so that any existing proposed development project at that school should be implemented on time and get accomplished early as possible. Unfortunately, such projects used to take too long time despite that we are used to giving our contributions much as we can...eeeh. When we attend school meetings, in some cases the chairperson of the school board used to remind us to ensure that we participate at our best contributing as instructed so that all that school needs to be accomplished as soon as possible.

Mr APM:

Normally WEO reminds us during the local community meetings which I normally attend once I have time. But a reminder often bases on asking us to contribute anyhow they need us to do. I have never seen WEO trying to define our responsibilities in managing that school.

Mr WK:

Normally I used to hear from the head of school and the chairperson of the school board during our school meetings which are conducted almost three times in a year. They remind us about paying school fees, contributions that teachers ask us to give at school to improve students' academic progress and performance. But at the ward level, WEO used to remind us to give contributions for the construction of any proposed infrastructure at that school. That's all.

Mrs SM:

No. WEO does not remind us about our responsibilities in managing that school. But during each community meetings in our areas where we live, WEO and his team used to emphasise about contributions from us. Tend to threaten those who until the time he or she is speaking have not completed contributing those by-laws may be applied using force to make them contribute...eeeh.

*(iv.) What do you think are the key responsibilities of the community members including parents of the students in managing that school?*

Mrs AM:

My responsibility is

Community voice in managing the school: to give my views, thoughts and suggestions on any tabled agenda about managing that school. And in case any school requirements is needing my support I must contribute as advised.

Mrs FM:

I am supposed to participate by giving contributions if I as other community members asked by our local leaders to contribute to developing that school.

I am responsible to attend meetings such as local community meetings whenever we are informed to do so...eeeh

Mr ZM:

My responsibility is to attend local meetings. In case am supposed to give my views and I have given the opportunity I talk my views and suggestions including challenges that we should drive us back in managing that school.

Mrs YS:

My responsibility is to implement all that we have incorporated each other since the beginning of it. In that we set priorities, decided and planned together...eeeh... At this point am supposed to contribute my views, thoughts and suggestions in order everything to be done well as expected.... yaaah.

Mr JS:

Aaaah...my responsibility if am supposed to give contributions to developing that school. Perhaps there's a project that I have to play the part as others I have to make sure I participate...eeeh. When I say contributions I mean anyhow, it can be giving my views, money suggestions or thoughts and related others.

Mrs AK:

aaah... when I am involved in any development projects including meetings automatically, I will get to know what my responsibility is. So, once I have been informed that there's a need for me to contribute but I was involved earlier in making for instance school needs' assessment, planning, and making decisions about the project that am obliged to contribute for, I have to contribute without any frictions.... mmh.

Mr APM:

My responsibility is to recognise, understand and take part in any existing development projects such as that school within our villages and ward at large.

Mr WK:

ahh..... (Sighing). My responsibility is to participate through giving my contributions in terms of money or labour in any public project that is taking place within our ward or villages. But also, to make a close follow-up of the appropriate usage of our contributions that our local leaders collect from us. For example, I have contributed let say 10,000 TZS (as £4). Our local leaders or teachers have to give me feedback about the total received funds, expenditure, and balances...eeeh. But I believe that I am also responsible to take part in setting up priorities when we have, or we are about to have public development projects such as building anything at that school so that as it goes on I will be committed on it as a key stakeholder.

Mrs SM:

As a parent but also a community member when I am involved that there's this, and this and that which is a public project for the benefit of ourselves and our generations, my responsibility is to implement all that we have altogether agreed to each other.

But to make everything possible there should be what we call capacity building to us. This is educating us preparing us to include our local leaders to know each and everything about the project in a detailed manner. But also let us know about our responsibilities at each stage of the project whilst considering our socio-economic income and life being.... yaaah.

*(v.) What is the current state of community participation in managing that school in your view? Please provide me with specific examples if possible.*

Mrs AM:

We have school meetings and local community meetings where everything about our participation is organised there followed by implementation.....eeeh.

The head of school used to report school needs to the Ward development committee (WDC) meetings at a prior informed ward executive officer (WEO) and ward education coordinator (WEC).

The community as a whole including those who have their children at that school used to participate at the local community meetings. In case of any school needs especially about building further school infrastructure per the pressure of demand, the whole community is responsible to manage that fully followed by the projects' completion stage that's where the government takes part.

In case of any internal normal school needs not related to school infrastructure but for students and teachers, normally the way I see it school meetings are held involving community members who have their children studying there. These people are also obliged to pay school fees to make a follow-up of their children academic progress and performance including discipline matters and teachers' views.

Often, I don't attend any school meeting since teachers have never invited me.

But I am used to attending some of the local community meetings conducted within our ward. I have been contributing 10,000 TZS (as £4) each month in managing the construction of school infrastructure such as classrooms, toilets and laboratories including hostels and houses for teachers.

Also, despite I don't have my child at that school now, I sometimes participate in monitoring and reporting to teachers at school about truant students who used to hide themselves behind my banana farm.

The problem we have currently is that we don't get feedback on our contributions that our local leaders collect from us. They don't read to us a detailed report about ward income and expenditure including balances. If we ask, they are only deceiving us by talking a lot of .... bla.... bla.... bla.... (*None sense words or talk*). This has reduced our morale of participating in managing that school infrastructure.

Therefore, I would like to rate my participation 50% because there are some local meetings, I have not attended but also due to lack of feedback from our leaders, I sometimes become very reluctant to contribute...eeeh.

Mrs FM:

Oooh yeah... in short, all community members regardless of one has a child at the school or doesn't have are supposed to participate in local community meetings in our areas where we live.

Where our involvement in that school is managing the existence of infrastructure that the school has raised demand. Normally we are addressed by our leaders, and we are used to participating in improving the required infrastructure of that school by contributing in terms of money, human labour and skills and physical materials such as some volunteering to give sand, stones or red bricks at the building site.

Community members often proud of their local soap technology such as hard life teaches much, we made it.

School meetings call more for parental engagement in managing the school than the wider community. But our fellow community members who have children there, have more responsibilities in managing academic delivery, students' academic performance and progress and discipline. So, they are used to have school meetings which involve only parents of students.

In my side ... aaaaahh.... (*Sighing*) I attend our local community meetings though, to be honest, the number of my fellow participating community members has been decreasing from time to time.

We are facing a very limited opportunity of community voice in the local community meetings I must be open that when I attend those meetings, I have never given a chance to give my views and thoughts though I need such an opportunity. But it's too limited.

Normally our ward councillor (WC) is the common chairperson of our villages' meetings in the presence of ward executive officer (WEO), village executive officers (VEOs) and other representative leaders. They

only give a very limited time such as one minute only for community members to ask the question and not questions. Yet they don't give us satisfying answers. Hence everybody become demoralised to an extent that it becomes a probability for him or her to attend the next meeting.

Something very disappointing as I mentioned earlier that we have three rooms for science subjects' laboratories construction project since January 2013 but each month in each year we participate by contributing our money, human labour, and bricks but it's not completed until today even until the end of this year it will never be completed. Now we don't see anything going on there, but they continue taking our money and bricks. I have been contributing 10,000 TZS (as £4) each month...eeeh.

In terms of rating it, my participation is approximately 50% because sometimes I dodge, I don't attend any meeting as am busy with my household personal economic activities. I am not used to attending and participating in the school meetings because I don't have my child studying there at this moment.

Mr ZM:

I mentioned earlier that, we as the community have a very positive will and heart to participate fully in managing our public development projects including that school by sharing all little resources we have if are for our benefits. Amongst us, some have been contributing in terms money such as 10,000 TZS (as £4) for couples and 5,000 TZS (as £2) for a single I mean unmarried community member, others providing human labour in fetching water, collecting sand, red bricks, and stones at the building site at school. But others have no money to contribute each month have been participating in terms of contributing 500 red bricks at that school.

But each month our leaders collect such contribution from us. For example, also we have the project of building three rooms for science subjects' laboratories which also started in the same year as those other mentioned classrooms in 2013 until now we have not completed this project too. But we are continuing with contributions. Each month and each year I have been contributing 10,000 TZS (as £4) including volunteering my masonry skills in building walls of such classrooms and laboratory rooms.

And I do that because am very fearful of that community police's harassment when they arrest us but also such threats from our primary court of law, I don't want to be jailed just because of failing to contribute the mentioned categories of contributions.

Recently, we are very proud of our successful effort that we have played a vital role in improving Nawenge secondary school, using the same style of the mentioned contributions, we have been there building three extra classrooms, and later laboratories. One classroom which is currently being used by form V and VI geography students, our fellow Mahenge mineral resource exploration company (MMREC) from Australia who has invested their projects within our ward, as part of the community of this ward for the time being contributed much to complete it. It is ok and that classroom is being used by students and their teachers. But the two classrooms are incomplete until now since 2013 until this is August 2015. For this situation, we as a community are not aware of why it is in this way.

Hitherto our local leaders are not informing us about how much collected in terms of the fund, how many contributed in terms of the fund, labour and 500 red bricks. But also, what's the expenditure and at what priority and how far the project has gone to an expected goal. Also, how much is the fund balance and gap needing us to add more funds and red bricks? This has resulted in the majority of community members are dodging to continue participating in managing that school in terms of contributing our resources unless they

use a very serious force to us. In fear, then we participate by contributing whilst unhappy and without our consent.

But many community members are trying at our best to participate in terms of giving our contributions that our leaders force us to do it.... eeeeh. Therefore, my participation can be just 50% since not all contributions required, I give. Yet I remember there are some local meetings that I have never attended.

Mrs YS:

As a community member, I normally participate in terms of attending our local village council meetings which involve the community as a whole. I have been contributing 10,000 TZS (as £4) in each month as instructed by our local leaders especially ward executive officer (WEO) and villages' executive officers (VEOs), for the school construction projects such as classrooms, school toilets, laboratories, and any other related building.

Wider community lack direct access to participate in the school meetings. I don't participate in school meetings because I don't have my child at that school, and I believe in this basis teachers are not used to invite me.

Anyway, honestly my participation I can rate 48% because I continue giving my contributions to that school but demoralised by our local leaders. They are not trustful to us. We are participating through giving our resources in the name of the building and developing that Nawenge secondary school.

But I have never seen our leaders giving us feedback on how many people have contributed, how much they have collected in each phase they collect.

They don't make us aware of the expenditure and balances of the contributions that they take from us. Some of our fellow community members tend to volunteer in making, burning and contribute red bricks for any construction project which now takes place there. According to their instructions, contend that if someone has no money to contribute each month may give them at that school 500 red bricks. But our leaders are not telling us how many have contributed red bricks, how many red bricks until now have been collected from the community and how are they used. But how do they use the money they collect from us. This is a very embarrassing situation.

Bad enough if one dares to ask that during our local community meetings, they will talk and talk as if drunk. They are easily tempered if anyone keeps on asking them about the money, they collect from us.

If we say ok, we shall not continue to contribute unless they give us feedback, alternatively they use our community police force passing in our streets announcing deadlines before arresting everyone who has not contributed. They tend to arrest and harass us... Sometimes they use threats that will jail us will send us to the primary court of law finally jailed. To avoid all these, I decide to contribute. But sincerely speaking this situation has played a great role in our recent passive participation in managing that school. We just participate by being forced in fear of being arrested, harassed jailed and wasted our time...mmmh.

Mr JS:

Up to this moment, the construction of any needed school infrastructure is a duty of community members of each respective ward. Thus, everything is organised at the local government level under the ward development committee (WDC) which involves all village executive officers (VEOs). Community members as a whole have been participating in building further that school through instructions given from the attended local community meetings where everything is organised and instructed from there. Then we implement by giving our contributions. I have been participating in our local community meetings. But also participating in terms of paying some money such as 10,000 TZS (as £4) for the construction of classrooms, school toilets, laboratories, and any other related building. At times when I am free, I used to volunteer myself at the construction site where I was mixing cement and sand used as brick motors. Our local leaders (WEO, WEC and other allies) used to collect 10,000 TZS (as £4) from each couple community members and 5,000 TZS (as £2) from single community members in this ward and approximately this ward has a population of 35,000 households. I can tell you that my participation at this moment is almost 35% because recently there are some issues which have to disappoint me and have broken my heart leading to my poor participation due to;

#### Lack of trust

- Some top local leaders are not trustful since not only they are not open and transparent to us. but we contribute much, yet the buildings are of poor quality contrary to the given government standards. For example, since this idea of building three rooms for science subjects' laboratories, we have contributed much since early 2013 until today August 2015 building is incomplete and we are not satisfied with the quality of the buildings themselves. There's one room there, we started contributing money for building it since January 2013. But until now that room walls have not been completed even at windows level. We don't even know how much they have collected from us since January 2013 until today. We don't know how our contributions are spent and what a balance at their hands or account is. But they maintain forcing us to participate in terms of contributing some money, labour, and bricks.
- We don't see the development that everybody expects to see! Why? Where our money goes? When we ask these questions and many of us become very curious about this situation normally our local leaders are deceiving us, are not talking the truth...eeeh. So, all these make us broken-heart, or I am demoralised and becoming passive participants in managing various development projects of that school despite it was built by ourselves.
- Our local leaders are not open and transparent to us about the whole situation. They keep on asking us to participate in building school classrooms, laboratories! If community members decide not to be cooperative unless getting answers to all delayed projects whilst we have contributed for it, we become enemy of our local leaders. They alternatively use community police force and threats from the primary court of law to make us participate in terms of continuing to give them our money.
- I have never seen any feedback of all the money that our local leaders collect from us as citizens including some NGOs or companies which have invested its projects in this district or ward. I maintain that this is a very complicated and unsettled issue within our villages and ward at large.

Our leaders do not involve us in understanding or making school infrastructural needs assessment, planning and making the decision. But we are seen important in terms of giving them our resources without any feedback. I would like to tell you that majority of community members in this ward are reluctant to give cooperation in managing our public schools such as Nawenge secondary school even our primary school because;

*“...our local leaders (WEO, WEC and VEOs) collect money from us in the name of ‘building school infrastructure as the school needs but we are not given feedback of how much collected, such money spent and how much the balance. But they maintain to make us sightless of this by having all very few local community meetings. We have two local meetings in the whole year or if our leaders notice that we have a lot of complaints they conduct only one local community meeting in the whole year...”*

Mrs AK:

I often give my cooperation to my fellow community members, our village local government leader and that school. The community as a whole though not much at an expected level but used to attend local community meetings where normally the agenda about that school is focused on building required school infrastructure. Community participation was a bit higher in previous years but nowadays the situation has changed. Only a few willingly participate. At such local meetings, the opportunity for the community members to talk our views is given to us but very limited in terms of time such as one minute or two minutes only for each speaker from the participating community members. This has been one amongst the factors of reducing the rate of community participation in our local community meetings in this ward.

I have my children studying at that school. Therefore, often I attend school meetings where we discuss students’ academic performance, discipline matters, school financial situation including gaps and teachers.

We are used to sharing ideas more at school meetings compared to our local community meetings where sometimes our leaders forget themselves that we are there needing to listen from them but also, they must listen from us. In terms of implementing instructions from our local community meetings that each household must contribute for the construction of school infrastructure, I have been contributing 5,000 TZS (as £2) each month in a year for the school infrastructural construction projects.

Generally, my participation in this matter is almost 50% because I attend school meetings more than local community meetings as our local leaders are not open and trustful to us.

Mr APM:

I am amongst parents whose children are studying in that school. I have been attending school meetings which teachers used to involve us to discuss issues like students’ academic progress, discipline and matters related to teachers. My participation is 50% because I attend more school meetings than local community meetings. After all, our local leaders especially WEO, WEC and VEOs are not giving us feedback of what we give them for the infrastructural development of that school. Yet we don’t see if the projects are successfully developing. But in some cases

I am not happy with those teachers’ action of dismissing our children back home due to incomplete school fees and contributions as students are less concerned about such a delay or unpaid school fee or contributions. But also, they miss classroom teaching-learning sessions whilst other students are learning. They should deal with me not my child. When we give our ideas and thoughts teachers listen and seem to value it though they don’t have patience with us because it is the too-short time since we agreed to each other to the day they decide to dismiss our children back home to follow school fees and contributions for those who have not completed.



Mr WK:

Often, I attend our village government local meetings where also we are being informed about all issues about the infrastructural construction in that school. We normally get instruction from our local government leaders in our villages especially village executive officer (VEOs) in cooperation with the ward executive officer (WEO) about needing our inputs to make that project done as expected.

I have been contributing sometimes in terms of money at my capacity like 5,000 TZS (as £2). But also, I have offered human labour in collecting stones and red bricks at the classrooms and even during the construction of these laboratories which are still under construction.

So sometimes having a joint effort by collecting just a little token from each of us finally make something which will in one way or the other contribute to the development of our ward projects including that school...eeeh.

Anyway, my participation rate is 50% since I pay school fees though I still owe the school half of the required school fees for each parent to pay, I attend some of the local meetings and school meetings as everybody in this ward is required to do so. When I participate in our local meetings in our villages, I sometimes speak my views about developing that school which some of them are seen of value, but other views are ignored with some word crashes.... eeeh.

Mrs SM:

I have never been invited to any school meeting which involves parents of students because maybe I don't have my child studying there. But I normally attend some local community meetings where construction of school infrastructure is one among the agenda. In those local meetings, normally our local leaders WEO and VEOs have been informing us to participate in developing that school in terms of building infrastructure the school requires. I have been contributing 10,000 TZS (as £4) for the construction of classrooms, school toilets, laboratories, and any other related building. But the problem our local leaders are not telling us the feedback about funds they collect from us. My participation, therefore, can be rated 40% because to be candid there are many previous community meetings I have never attended as I was busy with family matters by then.

On the side of managing students' discipline, it is not possible to manage the discipline of someone's child whilst I don't have mine at that school and for whose benefit after all?

(vi.) *What ways do community members including parents of students participate in managing that school in terms of academic matters and financial matters?*

- *Let begin with how community members participate*

Mrs AM:

Normally our local leaders hire and use loudspeakers about traditional ngoma of our village crier to announce, but also placards, street banners just to draw our attention for the upcoming local community meetings where we normally take part in listening issues about the development of that school.

We use our local community meetings where the community as a whole is obliged to attend and participate. In such meetings, we are informed about the agenda including managing the construction of school

infrastructures such as classrooms, toilets, teachers' offices, and laboratories. To make it into practice, our leaders used to ask us to contribute our resources.

They contribute in terms of money and their skills and human labour in sharing social events such as in wedding and sickness. But of importance, teachers attend community-based local projects of environmental sanitation and health hygienic care but also counselling those community members in problems.

We participate through giving our contributions in terms of money such as 10,000 TZs (as £4) for couple household family and 5,000 TZS (as £2) for a single household. For community members who don't have money to contribute are subject to providing Human labour including bricks or sand or stones at the construction site at school.

Mrs FM:

Generally, I don't have direct access in managing academic matters of that school, but we participate indirectly through getting involved in managing school infrastructure. Normally when our leaders need us to participate in building the required school infrastructures according to school academic demands;

- Use our traditional ngoma village crier to pass in our areas where we're living beating his drum whilst announcing about the need of our attention to attend the local community meetings where we discuss managing the construction of school infrastructure like classrooms, and the current three rooms of laboratories.
- I attend the local community meetings where everything is planned, organised, and coordinated about our participation in managing the construction of school infrastructure.
- We are used to participating by giving our resources such as money such as 10,000 TZs (as £4) for couple household family and 5,000 TZS (as £2) for a single household. For community members who don't have money to contribute are subject to providing Human labour including bricks or sand or stones at the construction site at school.

Mr ZM:

Our local leaders especially VEOs and WEO normally use our traditional village crier announcing through a loudspeaker, local banners as they put at tree trunks and houses' walls in our local areas where we are living informing us that there's a meeting may be a certain day in future. In managing school, academic matters, the community as a whole uses our local community meetings to plan and organise ourselves. Then we are instructed by our local leaders to contribute in three different ways depending on one's resource capacity such as by paying money as mentioned by previous colleagues, offering personal human labour in doing some physical activities during the construction of the walls such as fetching water, mixing gravels, sand, and cement but also those who have masonry play part in building walls. When the building is completed are used as classrooms for teaching-learning practices. Laboratories will be very useful for experiments and all other forms of learning by practice science subjects.

Mrs YS:

It's just through meetings. Whereby for those who don't have children at school, have no direct access to managing school academic matters hence no direct access to participating school meetings which involve only parents of students. I participate in local community meetings where I participate only in managing the building of classrooms, offices and today we are building three rooms for science subjects' laboratories.

I participate as other community members through giving direct contributions like money such as 10,000 TZs (as £4) for couple household family and 5,000 TZS (as £2) for a single household. But if I don't have money alternatively, I must participate by providing my human labour or physical building materials like either sand, stones, or red bricks.

Mr JS:

Our local leaders use our traditional village crier to draw our attention to attending the upcoming local community meetings. I participate through attending local community meetings at our villages where I live under the village executive officer (VEOs) and ward executive officer (WEO). At that meeting often our local leaders tend to inform us about needing contributions from us for the construction of classrooms, teachers' office, and laboratories. Of course, it depends on the raised school needs.

Mrs AK:

Letters are sent tonus from school although our children inviting us to attend school meetings. So, we use the school meetings. During this type of meetings, I participate in discussing students' academic progress and performance, discipline matters and teachers' commitment or complaints. But we talk also about needed school infrastructures, teaching-learning materials. I pay school fees and other informed necessary contributions at school.

As a community member, I also attend the local community meetings announced by the villages' crier with a traditional ngoma, but also when I see and read banners or posters in some of our tree trunks, notice walls at the WEO's and VEOS' office.

In that meeting, often we are instructed about the way how we are going to participate in manging that school infrastructure construction.

I contribute in terms of money, labour and physical building materials in building school infrastructure as instructed by our VEO and WEO.

Mr APM:

I receive an invitation letter from school as teachers have direct access to me although my child who is currently studying there. I used to attend school meetings where we discuss school academic matters and we agree on things that I implement and teachers implement at their side in terms of improving teachers' academic delivery to our children, students' academic performance and discipline matters. I also participate in terms of paying school fees and other very necessary contributions including students' national examination fee.

I monitor my children academic progress at school and home. I make a follow-up of their daily attendance at school and into the classrooms. I must make sure that my children are doing homework given by their teachers whilst they are at home.

Mr WK:

Through invitation letters which I receive from school given to my child to send me at home. I attend school meetings for internal school academic and financial matters also discipline matters. Matters. I pay school fees and other necessary contributions.

WEO and VEOs often use our traditional village crier announcing through a loudspeaker, local banners as they put at tree trunks and houses' walls in our local areas where we are living informing us about any upcoming local community meeting needing us to attend. When I have the chance I together with all other community members used to participate in our local community meetings where normally we discuss managing the construction and maintenance of school infrastructures like classrooms and the current project of building laboratories.

Mrs SM:

Generally, I don't have direct access in managing academic matters of that school but the as the wider community often we participate indirectly through getting involved in managing school infrastructure. However, even me since October 2013 to date, I don't have any interaction with teachers of that school. But for four years before 2013 as my child was studying there, we used to call each other, meet at school, and share ideas and opinions on many issues relating to students' attendance, performance, school resources.

Normally when our leaders need us to participate in building the required school infrastructures according to school academic demands;

- Our local leaders prefer using traditional ngoma village crier to pass whilst beating his drum and announcing to draw our attention to attend the local community meetings where we discuss managing the construction of school infrastructures like classrooms and the current three rooms of laboratories. I attend the local community meetings where I am informed of everything which needs my inputs in managing the construction of school infrastructure.
  - Often, I contribute my resources such as money such as 10,000 TZs (as £4) as a couple of household family. Sometimes I and my husband, if we don't have money to contribute, are subject to providing Human labour including bricks or sand or stones at the construction site at school.
- *In what ways do you participate in managing school financial matters?*

Mrs AM:

I participate in the same mentioned local community meetings. We contribute in terms of money such as 10,000 TZs (as £4) for couple household family and 5,000 TZS (as £2) for a single household. Unfortunately, we are not given feedback about this mater though we are supposed to be informed.

Mrs FM:

I attend local community meetings. Our WEO or VEO used to guide us about the contributions that we are supposed to give for the building of the needed school infrastructure such as classrooms, the current laboratories. I used to contribute in terms of money such as 10, 000 TZs (as £4). I am supposed to know the budget, expenditure, and balances. Together with that I need to know how much collected, spent and at which priority and the balance. It's unlucky that we are not given feedback from our leaders.....yaaah.

Mr ZM:

In the same local meetings financing the construction of required infrastructure at that school is one among the main agenda. I participate in managing the construction of classrooms or laboratories through contributing in terms of money such as 10, 000 TZs (as £4). But in managing such funds I contribute; I should have been given feedback from our local leaders who collect it from me and all others, but we are not getting it.... eeeh.

Mrs YS:

I know only about using the same local community meetings. Our local leaders especially WEO and VEO normally instruct us the mode our contributions into that school infrastructural development. I have been contributing 10,000 TZS (as £4) every month although no feedback from our leaders.

Mr JS:

You know this question is not to be simply answered in the way my previous colleagues responded. We are used to getting instructions from WEO and VEOs, during the local community meetings which we often attend. They don't involve us in planning and making decisions about how should be contributed and in which priorities. But we are told that each household couple should contribute 10,000 TZS (as £4) and 5,000 TZS (as £2) if single.

When it comes to the issue of our participation in managing the school financial matters, I, on behalf of my all colleague who currently don't have their children studying at that school, fail to explain how we participate in managing the school. Since our grassroots, local government leaders often don't give us feedback of all funds they collect from various sources including us. So how can I claim that I participate in managing that school financial matters in this manner? Bad enough, I don't have my child at that school. So, I am not attending school meetings. Therefore, I don't participate anywhere to discuss issues related to managing the financial matters of that school. Therefore, we are not involved in managing school financial matters at all.... That's it.

Mrs AK:

On my side aaaah we are using the same school meetings for us who have children at that school. During such meetings parents as community members are given at least an opportunity to give our views about managing school financial matters...

We are involved in a range of issues such as paying school fees amounting 20,000 TZS (as £8) and other necessary contributions depending on our agreement that we develop during the school meetings. Example, we are used to contributing 5,000 TZS (as £2) for remedial classes in which we have agreed that such funds often used to pay teachers who volunteer to teach such remedial classes.

The head of school often used to read a summary of the school financial status during the meetings. But I think this is not enough it has to be a well-detailed feedback report.

I have tried to give this idea, but they have not taken it into operation.

At a school level to be honest we are involved in planning about the contributions that parents should give at school possible for our children let say to get lunch at school, remedial classes, and all related others.

But in terms of the collected school fees and funds from donors from whom, expenditure and balances .... mmmh! No.....the feedback report is not given to us in a detailed manner that we expected it should be.

This issue is worse at the village level or ward level, where no feedback at all. Yet we are not involved in planning and deciding as our ward leaders used to dictate everything.

Mr APM:

Normally as my colleague said, we are not involved at the village or ward local community meetings about making plans, discussing, and deciding in managing school financial matters especially those which come from us and other possible sources. We use our local community meetings where we receive the instruction on how our participation goes through in building may be classrooms or laboratories in that school. In that, we are informed of the amount of money that each one of us should contribute. That's all. No feedback no detailed or summary financial report even of the previous projects linking to the current project.

At a school level community member like me who have our children in that school, participate through school meetings. We are offered at least a little opportunity to air our views and exchange ideas until we come into consensus about contributions in terms of funds for our children. There's the problem, however, is still there because the head of school gives us only a much-summarised report of school financial matters or status which is also very technical for us who don't have accounting skills to easily understand it.....eeeh. Therefore, it's not feedback in a real sense. It's just some kind of a mechanism to close our mouth tentatively about it.

Mr WK:

I have different views on managing school financial matters. Yes, I am a parent whose child is studying at that school. Paying school fees is a parent obligation according to the system. I cannot take it as one among ways of my participation in managing that school. Likewise paying or giving such school instructed contributions, is also parents' obligation when I have my child at school because nothing free in that way in this world of today. Therefore, when we attend such meetings, we end up being informed and implement in terms of paying according to the given instructions.

But we are not participating in managing school financial matters because the school does not involve us when conducting school financial needs assessment, planning, making decisions, monitoring school income and expenditure, and evaluations including gaps. The head of school used to inform us about all the already made plans and decisions as to the school annual budget then ask us to give our views and commitment on filling the gaps as the main source of school income. At a point like this, we are only 10% involved in making 'annual school budget'.

The same issue applies at our local community meetings, normally when we meet at the local community meetings, our WEO, WEC and VEOs in the presence of our ward councillor (WC) used to inform us about the required let say one or two classrooms or the current three laboratory rooms.

Then tell us how much is needed including red bricks and stones. Finally dictate how much they want each household to contribute.

Those who don't have money to contribute, alternatively are instructed how many red bricks they should contribute at school for the construction of walls. But those who will offer their human labour are instructed in what activities and for how long at the building site within the school premises.... So, you can go anywhere in this country you find this is the style of how community participation is done.....yet they call it active participation which I don't think in that way.....thank you.

Mrs SM:

Aaah I am very impressed with the way Mr William Kunjumu analysed the situation about how whether do we participate in managing financial matters of the school. To me yes, our participation in managing school financial matters is very uncertain since we often attend local community meetings at a very limited opportunity to give our views. We are used to going at such meetings, receive instructions from the WEO and VEOs about how much every household couples or singles should contribute to the construction of the school infrastructure in question. But we are not taking part in planning, making decisions, monitoring and evaluations of the required financing of such projects at our ward or village level. Bad enough our participation is often about contributing for the construction of that school but not in other issues related to that school.....eeeh.

If one has a child at that school as I am now, I have also to participate in school meetings. What I know at these meetings we are used to be reminded about paying school fees amounting 20,000 TZS (as £4) and agreed to various contributions in terms of funds as the head of school and teachers including the chairperson of the school board has proposed. They talk much about those who have not completed paying either schools or contributions linked to the school financial problems or shortage it experiences. But

It's true that in a practical reality we are not involved in planning and making decision stages just to give our views or opinions. This could make us very seriously participating in managing that school. Even if we are poor but we could at least settle many financial difficulties the school faces.

- *How do community members participate in managing student behaviour/discipline in that school?*

Mrs AM:

You know this is not well instructed at our local community meetings. But in my view, it was supposed that each community member could actively monitor any students discipline wherever he or she is. And whenever sees any students' misconducts, one should report to teachers or our VEOs even WEO for further action.

But I don't think this is given a priority at this community as a whole because a community member may find a student's misbehaving, but some of us pass whilst laughing with words like, "...*Children of today are so wonderful.... see now the globalisation under the western culture has affected these young children.... anyway, let me do my business...*" I have seen many colleagues in our villages talking in this way. Yet they don't take any reaction even warning such students so that may stop misbehaving.... eeh. Thus, our participation in this matter is very little.

However, I mentioned that in some days back, I participated in reporting to teachers at school about truant students who used to hide behind my banana farm. I think this is also my contribution to managing students discipline at that school. Often, if I see truant students, normally either I take them back to school or I report to school management and teachers deal with those students' whilst another argues that despite some parents are nervous to us, I don't care who will be against me if what am doing is appropriate.

Some me and my neighbour, when we see any child misbehaving, I used to report at school for further action.

I participated in contributing 10,000 TZS (as £4) for the construction of students' hostels that currently are being used by students.

Mrs FM:

To be honest, in that local community meetings seldom our villages' social welfare officers used to remind us that we must consider any child like my child. So, whenever I have seen misbehaving it could be wise to report to teachers or their parents for disciplining them. But warning them is very important. But most of us are doing it. So, parents of such children have been more responsible than the community as a whole...eeeh.

We have students' hostels which we constructed them just recent using our resources. In each month since the project started, I paid 10,000 TZS (as £4) for this purpose

Mr ZM:

To be honest, in my experience, students discipline is very low in that school. In order students to academically perform better, discipline should be very good appropriately. But in our exiting environment, our children discipline at that school aaaaahh (*Sighing*) is very low.....very low..... eeh.

In terms of my participation in managing students' discipline, eeeh..... I have never get involved in managing this matter eeh.... May be either because I don't have my child at that school at this moment or teachers don't have access to talk to me about this matter or our local ward leaders have forgotten to tell us and emphasise it to us so that we can work as one team as to how we do other things for the development of our generations..... eeeh. But I am aware that this could be among our community task regardless of one has a child at that school or doesn't have. To monitor children attendance to school in terms of monitoring truant students in our streets and farms.

But I would like to say that parents of those children are the one often making this task difficult because once she or he finds that I have reported his or her child misconducts to teachers or WEO, a parent comes up with many abusive languages fully tempered and finally we become enemies unnecessarily. This has caused the majority of fellow community members to be passive participants in managing students discipline... That's how the situation is in this ward. I contributed 10,000 TZS (as £4) for the construction of students' hostels. Now we have girl students' hostel and boys' hostel.

Mrs YS:

You know possibly this concept of making us participate in managing students discipline is not clear to everybody of us because once a community member reports any students' misconduct either to school or teachers due to failure to easily get students' parents, many parents become not cooperative to him or her. Some parents feel and talking publicly that perhaps a reporter is jealous of such students being at secondary school level whilst possibly his or her children failed primary school leaving certificate... But this is not the case despite they take a matter in this angle.

So, the participation of the community as a whole in managing this matter is a paradox somehow to us. My participation in this matter is almost 40%. I saw the need of participating fully to build students hostels so that if not all, but many students should live at those hostels during their school terms. This is one of the mechanisms to monitor closely students discipline at that school. Therefore, I was among those who contributed to 10,000 TZS (as £4) for this project.



Mr JS:

Whenever I see any student misbehaving anywhere, I am I used to report to teachers instantly because I always think that all of us, we are parents no one likes to see a child of a fellow community member is dodging from school, or engaging in sexual affairs or gang behaviour, yet keeps cool and happy of seeing it. I don't care what parents will say I will always monitor, warn but also report to teachers when it happens, I have seen any students' indiscipline cases...eeeh.

Using the same local community meetings, our local leaders insisted us to also contribute 10,000 TZS (as £4) for the construction of student hostels in five years past. I actively participated in it. Today we have our students' hostels and students are living in.

Mrs AK:

I am a parent of students who are at school right now. Normally, teachers send us invitation letters through our children calling us to attend school meetings. At that school meetings, we are used to discussing students' discipline matters and whenever reported students misconducts, we are informed steps taken by teachers, school board and now at the school meetings with parents' level.....mmmh.

I am used to guiding and counselling my children and I make a follow-up of my children discipline at school.

I used to visit at school and have at least a short discussion with teachers about my children discipline status but also academic progress. I could be happy if one among my fellow community members reports to me the parent when have seen my child misbehaving anywhere, they are instead of reporting to teachers or WEC or WEO...yaaah. But if am not around its okay he or she can report to teachers.

We discussed at the school meetings but also the local community meetings and we agreed that the community as a whole must participate fully to ensure that students' hostels are built. I contributed 10,000 TZS (as £4) for the hostels' construction project. Today my child is living at these hostels...eeeh

Mr APM:

I monitor my child behaviour at home and at school. I am not visiting at school often but when I get a chance, I normally do that. On my side, I know it's very difficult for me to know what my child's doing whilst on the way to or from school. So, I need assistance from my fellow community members as to how I can do if I see a child of my fellow community members. In that, I used toward but also report to teachers in case of any misbehaviour I have seen students are subjected.....eeeh

Mr WK:

During school meetings, we are often advised to monitor our children behaviour... I used to make follow-up of my child and other students discipline when are at home, they visit each other and at school where I used to go sometimes and ask teachers about how my child behaves at school especially when are in the classrooms. Sometimes if teachers inform me about a community member just a good Samaritan reported my child indiscipline cases I used to give corporal punishment to her in front of all her fellow students at the morning parade ground. I do this so that she can feel shy before her friends and thereby she will never repeat such misconduct.

But also, we have been taking part in ensuring that students hostels are built in that school, in each month since the project started, I contributed 10,000 TZS (as £4) until the hostels became due, now students are living in those hostels. We did all this as instructed at our local community meetings and school meetings.

Mrs SM:

It's supposed to use the same local community meetings as to how our social welfare officer used to do in sometimes reminding us that all students, we see at any public school are our children despite one may not be a biological mother or father. So, once anyone sees students misbehaving, must report immediately either to teachers or WEO's office. One time in three months past, it happened I saw students hiding at that our tree forest area ready to engage in sexual relation or affair...aaaah I tried to time them until they have started, then I called one among their teachers to deal with them. They were caught and punished immediately under the school board and at the presence of their parents as they were notified about it...eeeh.

I contributed by human labour in building those students hostels as I fetched some water, I collected gravels and stones but also bricks until the project completed.

In terms of the needs of teachers; it happens, we agree, and we promise but sometimes later it comes in mind of the majority community members that these teachers receive a salary and many incentives from the government, so if they go, let them go, I think my fellow has already explained about this matter.

- *In what ways do community members (How do they) participate in managing the needs of teachers such as accommodation and motivating teachers?*

Mrs AM:

Aaaamm..... (*Sighing*). I think managing this matter is a government responsibility than us as a community because teachers are employed, paid salaries and benefits by the government and not us. Therefore, the government must also motivate them by giving a good salary and incentives as other potential public servants.

In terms of supporting teachers' accommodation, we have tried to build two houses for teachers in collaboration with the government. I remember in five years past we had this discussion at our local community meetings about building houses for teachers... I contributed 10,000 TZS (as £4) for this purpose. We have two new houses already accommodating teachers including the head of school. Two teachers are living in those houses.....eeeh.

Mrs FM:

Normally, we use local community meetings to get informed about it. Yes, they are employed by the government, but they are living with us. Any teacher who comes here normally finds a house to hire and rent in Mahenge town which is a bit far from here almost 6 kilometres. But we have tried at our best thinking about building houses for teachers. So were often instructed by our local leaders at the ward level. I contributed 5,000 TZS (as £2) if single for the construction of houses for teachers in that school. Currently, we have already built two new houses; one accommodating head of school and his family and the other house, academic master of the school. But also, we have rehabilitated two extra houses where now two teachers live in.

Mr ZM:

Our local leaders often use our traditional village crier announcing through a loudspeaker, local banners as they put at tree trunks and houses' walls in our local areas where we are living informing us that there's a meeting may be the certain day in future.... mmmh.

I participate through attending local community meetings where I used also to hear our WEO reminding us that on top of many things we still need to do at that school such as houses for teachers as highly needed. So that our teachers can be at our school compound in most cases to take care of our children. Through contributing my money such as 10,000 TZS (as £4). I participated to endeavour this project.... eeeh.

Mrs YS:

When I hear announcement from our traditional village crier or I have seen any posters or banners at our big trees' trunks and street houses walls, I have been participating using our local community meetings where among the agenda is that houses for teachers. I, therefore, participated by contributing in terms of money such as 5,000 TZS (as £2) and I provided human labour in various construction physical activities at the school hostels' building site. But teachers are living in our streets where they have hired houses and pay the rental fee. We treat them as part of this community, and we share various social welfares...yaaah.

Mr JS:

I know that teachers have been employed and paid salaries by the government. But we as beneficiaries we must do something to motivate them feeling that are living with nice people here. So, participate though attending our local community meetings where the issue of building teachers' houses has been among the key agenda of the meetings. Our leaders instructed us to contribute to how we are used to doing when we are building classrooms and other school infrastructure. So, I participated through contributing in terms of giving 10,000 TZS (as £4) in each month. If at times I fail I don't have money I participated by offering human labour especially using my masonry skills assisting builders to build walls of the two new houses of teachers and rehabilitating such two old houses so that can be at a required standard for a teacher to move in and live.

Mrs AK:

It's through local community meetings where I attend and, in most cases, the construction of any needed school infrastructure is discussed there. Our WEO and ward councillor sometimes used to remind and emphasise the need for our active participation in building houses for teachers at Nawenge secondary school. I am among those contributed 10,000 TZS (as £4) in each month until when the project became completed.

Mr APM:

To be on top of attending school meetings and local community meetings where we get instructions about how we are going to participate in managing this matter as you have asked, yes, I have been contributing 5,000 TZS (as £2) for this project. But also, I have volunteered to offers my persona house which has three rooms for any new teachers who are allocated at that school for the first time and have nowhere to live in at a very low rent only because they help to teach our children in that school. And I declare that I am feeling proud of doing this.... hahaha (Laughing).....yeah.

Mr WK:

To me, I think the question of what ways?

I have been participating in attending local community meetings as a community member and school meetings as a parent of students.

According to the instructions given by the head of school and the then chairperson of the school board during the school meetings in connection to that we always receive from our WEO and VEOs, in each month since the project of building houses for teachers started I have been participating through contributing money and rare my human labour at the construction site. Until the two new houses and rehabilitated old houses were due to start accommodating teachers. Yet they are not enough we need to build more of them.....yaaah.

Mrs SM:

Our local village leaders often use our traditional village including posters or banners at our big trees' trunks and street houses walls to draw our attention to attend local community meetings.

I participate by attending our local community meetings where this matter is also among the meeting agenda. I have contributed 10,000 TZS (as £4) in each month since the project started until we finished it.

(vii.) *What would you like to describe in specific cases from your experience of working cooperatively with school management in managing that school?*

*{Note: Just to let you know what I mean when I say School management. It includes; chairperson of the school board, head of school and deputy head, and heads of departments}*

Mrs AM:

If you trace back what I have been talking about the existing situation can give you a full picture about what's going on here. As I and my colleague have been explaining, I participate by attending the meetings especially local community meetings. But also, I have been contributing as instructed. The cooperation at a lesser extent is there.

But the problem is that though we manage to build infrastructure at that school but in a very hard way. Our local leaders are not cooperative to us as they are not open and transparent to us. They don't provide us with the feedback of all what we contribute for that school. Sometimes we are not satisfied with the quality of buildings that we see constructed linked to what we all contribute, and they collect from us.... eeeeh. This has led to declining leaders' cooperation with us at a rate of 40% in managing that school.

Mrs FM:

I don't think our leaders know that when we sit together plan and decide together is one among motivating factors making us participate and work very cooperatively with them. The community is the main target of having that school. So, we must involve each other at all stages. But now our leaders are not fully giving us cooperation. This is a reason for the decreasing number of community members participating in local community meetings...eeeeh. I think if I could be asked to rate the cooperation between the community, our local leaders, and that school management leaders, I can rate it 45% due

to the situation that I have already explained. Also, I still emphasise that 'I believe our leaders take it more politically, but as we have people of different professional disciplines when they make us decide together with them, and act together instead of only doing what they want us to do, we can improve the school very fast'

Mr ZM:

The way I look at it we are working at a very low level of cooperation between us and our local leaders and that school management leaders. But I think the main problem is lack of feedback and a sense of lacking trust to our local leaders. This draws back the morale of our participation in managing that school..... eeh. I can rate our cooperation likely 40%.

Mrs YS:

There is an element of cooperation when we talk about us being involved to participate in managing that school in terms of participation in constructing required school infrastructure gaps are distorting the cooperation. In most cases, our leaders are the one disappointing us though they were supposed to motivate us. They are not open and transparent to the extent that they could be offering us feedback. But realistically, are not doing that to us. That's why if you observe it you will discover that our cooperation has gone down to 35% due to this king of ups and down by our leaders.

Mr JS:

Sometimes our VEOs pass household to household informing us, reminding us, also emphasise about the need of giving our leaders cooperation in managing that school. I used to respond positively to attend the meetings.

However, as time goes on, the number of local community members attending such local meetings decreases. The cooperation perhaps just 30%. You know when we have our local community meetings, I see our WEO, VEOs and other representatives have joined us, but teachers are not participating to a larger extend in our local community meetings. They consider it as not their business despite that there are being invited every day...eeh. This is the problem. But teachers are also part of this community.

Mrs AK:

Aaah.....we are used to working cooperatively I can say that just by being forced because our leaders are not cooperative to us. They don't involve us in each and everything which community including parents of students are key immediate stakeholders to improve academic delivery and performance of that school. Our local leaders normally involve the community after they have done all planning and decisions. So, we are made as passive participants as implementers of what is already decided by leaders. This demoralises the majority of community members from being active participants in managing that school. Hence cooperation becomes minimum at a 45% rate of our Participation.

Mr APM:

The cooperation is there at a lesser extent possibly 50% by making us attend meetings such as school meetings and local community meetings where we all attend regardless of one has a child there or not. The

cooperation somehow may be between parents and teachers as they communicate frequently about school fees, other school-based contributions at school.

Mr WK:

I normally participate in attending school meetings and local community meetings. I also pay school fees and contributions though in an instalment manner, but I do. The cooperation is not that much good as previous colleagues noted. It's a turn of our local village and ward leaders letting us down because they don't give us full cooperation that we expect them to do. They are not open to us, transparent and no feedback they provide us about the contributions and progress of any existing projects at that school which is under our local leaders. This has also declined our participation to almost 50% and it still goes down further...eeeh.

Mrs SM:

When WEO or VEOs send our streets or units representatives as local ambassadors to inform us about the upcoming meetings and emphasize much that we should not plan to miss the local meetings often, I become cooperative, I attend such meetings. After WEO has instructed us to contribute may be in terms of money or labour or physical building materials, I do at my best to contribute according to my economic capacity. But am sad to find that our leaders are not cooperative to us. They don't make us feel proud of taking part in managing that school, as they don't give us feedback on all issues that we are, involves as a significant school input. Often WEO and VEOs are not open and transparent to us about how much in total do they collect from us and other sources outside us, what's an expenditure and at what priority but also what's a balance. How many have contributed and what are they going to do against those who have not contributed and make a long delay of the project at school. Therefore, on my side the way I see, and I experience all these matters, the cooperation we have is very low about 40% based on this situation I have explained... yaaah.

*Probe: How often do you need as a community to participate in managing that school?*

Mrs AM:

If everything goes well anytime if that school needs security from us.

Mrs FM:

Aaaah .... This is a very tricky question.....hahahahaha (*laughing*).... Mmmh All days in a year on the issue of ensuring that we provide security to that school. But I suggest having three times or four times local community meetings in a year to update each other about managing that school...yeah.

Mr ZM:

I think it could be better to meet at our local community meetings four times in a year drawing our attention in managing that school especially any time when the school needs us to take part in, managing its infrastructures as we are used to doing.... mmmh...

Mrs YS:

In my understanding, that school is a project which has no time end limit. So, I as a community supposed to participate all days and years in case of any brought by school needs which demands inputs from me as a community member as all others...eeeh.

Mr JS:

Anytime. But our local leaders should be given the education to change first so that everything can be done smoothly. This is without force from using community police officers to harass and arrest us only because one has delayed contributing or has not paid contributions. And that primary court of law should look other things to do as regular duties rather than accepting this kind of disturbance from issues which are not even necessary for the court to take part in threatening us so that we can contribute as instructed at our local community meetings. Sometimes, our local leaders are the one having problems not us causing such frictions.... eeeh.

Mrs AK:

In terms of meetings, I suggest having four local community meetings in a year. But also, to have four school meetings in a year. In terms of providing security to that school, monitoring teachers' commitment to teaching our children, students discipline and shaping them, it's our everyday tasks.....yaaah.

Mr. APM:

I don't think it's something to schedule a limited time of our participation as if manging that school is a day down the project. Aaah if I have my child studying at that school, my participation in managing that school should be all the time. But also provided that's a community school constructed by our resources, and we're still asked to participate in building further school infrastructure, also providing security to that school, no way our participation should be all the time...yaaah.

Mr WK:

Provide that school is there all the time, we are supposed to participate all the time and especially when there is an agent matter needing our attention as a community who built that school.

Mrs SM:

Any time in case our attention as the community as a whole as immediate stakeholders is highly needed for the improvement of academic delivery and students' academic performance in that school.

*(viii) What improvement, if any, do you think could be put in place if community members including parents of students participate fully in managing that school?*

Mrs AM:

What I know the community at large including parents of students (they) contribute in terms of money and their skills and human labour in sharing social events such as in wedding and sickness. But of importance, teachers attend community-based local projects of environmental sanitation and health hygienic care but also counselling those community members in problems.

But also, I think of the best students' academic performance and progress at Nawenge secondary school will be seen vividly.

But also, there will be very good students' discipline.... eeeh

In case we get donors and development partners to help us more and more, I believe teachers will have more very good houses to live in and they will teach well our children eeh.

But I think of improved academic delivery to our children because the school will have all the required classrooms, laboratories, library but also all teaching-learning materials. Also, possibly teachers will be having in-service seminars and workshop f further capacity building in them for their better teaching performance.....eeeh

In terms of managing needs of teachers, few amongst us in our rural areas, tend to organise ourselves and we say ok let we assist teachers on anything that he or she needs but can't afford. We do this at least to reinforce his or her morale to assist our children

Mrs FM:

The way I see it is that the benefits will be to students as the overall target to improve school academic performance and progress as teachers' academic delivery to these children will be improved. But generally, the advantage will be to all of us, the community, teachers, students, and the country at large because we will benefit from the competent graduates that school will be producing.

Mr ZM:

Aaaaah.... I think there will be good development within that school, our ward, and villages contrary to the existing situation now. For instance, teachers will be living inside the school compound as we shall have many school quarters for teachers.....eeeh.

Mrs YS:

In collaboration with the government with assistance, there will be improved school especially teachers' academic delivery to our children leading to improved students' academic performance because of very serious monitoring of teachers' commitment to teaching our children, and students' commitment to attend classrooms sessions, and homework. Students will be learning by doing practices in their laboratories.

Mr JS:

I believe that once our participation is fully managed and our local leaders are giving us very good cooperation hence working as one team, we shall ensure that school produces very competent graduates due to an improved academic delivery aimed at providing quality education to our children. This will lead to improved students' academic performance and implementation of competence-based curriculum at that school.... eeeh. This will lead to very well improved cooperation between the community and educators at that school and other nearby areas. Along with making our voice part of others' voice in making the decision, we can be motivated more and feel that school is ours when we also vote whom we see appropriate to represent our voice there and answerable to furnish us feedback.

Mrs AK:

Aaaah.....the main benefit that I see will be improved students' academic performance and progress. But also, I believe in having a very excellent students discipline to teachers, amongst themselves and all elders in our living areas.... Hope everything will be as we expect.



Mr APM:

Aaaah, thank you very much. All these efforts aim at producing well-qualified graduates who can join further education levels. Having such cooperation at maximum this target will easily be achieved. You can see now, using community inputs the construction in progress and we expect its completion soon.

Our children will be studying smoothly and academically perform better and by behaving well we shall have good future leaders in our societies.

Mr WK:

Eeeh the benefits will be there. Students' academic performance will improve but also the number of students passing examinations will increase. In that, we shall get future doctors, nurses. Teachers and lawyers. It's a great benefit that comes from within our ward and I believe these products will serve us appropriately.....mmmh (*sighing*)...

Mrs SM:

What I see is that together with other assistance from our government and donors, that school will improve accordingly. Students will have appropriate discipline because they will learn many things and worried that everyone monitors them anywhere, they are so they should behave nicely. Also, our commitment to participating to manage that school will improve that school academically because;

- Built all required school infrastructures like classrooms, laboratories, houses for teachers, students hostels, toilets, school administration block, school fence, school hall. Indeed, our fellow has shown a good example, as a businessman he recently offered our school nails, pipes, and his truck to be used free ferrying building materials when we were building these laboratories.
- Also, as one among us, I have witnessed the NGO named Mahenge mineral resource exploration company (MMREC) volunteered to offer our school one 27" MAC desktop computer of Apple brand and promised 50 of this type will be offered in some days later
- All required teaching-learning facilities will be made available bat that school.
- Availability of all competent teachers.... eeeh

We have been contributing some money that has led to the continued development of that school. Example, I don't have a child there, but I contributed 10,000 TZS to build more classrooms, yet we are doing the same in building laboratories although here we shall also pay 20,000 TZS (£8) for equipping the labs. Reflecting this fact, I can say that

Unfortunately, I remember early this year we agreed to provide students food especially examination classes Form II and IV. Our ward education coordinator reported that until today only 69 out of 249 parents of students have contributed whilst students are left with only one month to do the exams despite all parents decided and agreed that each one could provide 5kg of rice and 3kgs of beans and 1,550 TZS (£0.62). Of course, I can admit that we are not cooperative enough in implementing what often we agree with teachers

(ix.) *What are the key strategies have been used or you think possibly used to motivate or encourage community members to participate in managing that school?*

Mrs AM:

Whenever we are given black and white about how many tend to participate by contributing as instructed, how many respond negatively and do not contribute, how much, expenditure and balances including plan. This motivates us. Unfortunately, it's not done within our ward or villages meetings. We better know, what's done against those who do not volunteer or attend the meetings including penalising them, making them paying penalty charges for the failure to attend local community meetings but also failed to give contributions as required. All of us must be aware of it.

Mrs FM:

WE normally used to receive information lately for any upcoming meetings. This sometimes makes a lot of community members fail to attend. I could suggest that our local leaders must have annual local community meetings schedule and make us aware of it. Reminders perhaps three weeks before the meeting day or the day that we should meet at the project construction site at that school premises.....eeeeh.

Mr ZM:

Our local leaders must be honest I mean trustful, open, and transparent to us so that we are being aware of everything taking place within our ward and at that school. Of importance, how much collected, expenditure and balances but also gaps including who contributed and who didn't. For the time being the situation is worse. Hence, we are not motivated anyhow.....eeeeh.

Mrs YS:

I suggest the need for involving us in earlier stages of assessing the remitted school needs, planning, and making the decision together so that each of us become accountable for implementing and outcomes...eeeh. At this moment, we are only made passive participants because we don't take part in making decisions planning and evaluation. What our local leaders do it is just to instruct us to do what has been decided by themselves without including our inputs.

Mr JS:

Normally we have local community meetings where we are instructed to participate by giving contributions. But no strategy often used to motivate us. However, I think a good thing is three weeks to two weeks earlier notification about the upcoming local community meetings which often we are asked to attend. But this behaviour of announcing to us as if an emergence whilst not, it makes many people miss those meetings because the majority of us we have different socio-economic activities that we do far away from where we are living. So, if I am not informed possibly two to three weeks earlier, I will not attend such meetings.....mmmh.

Mrs AK:

Currently, our leaders even at that school used to inform us about attending the meetings either at two days before or one day before the meeting day or in the same day just after some five to six hours later. This is very discouraging us. But if they give us information at least three weeks or a month before, I plan myself, reschedule my activities to make sure that I attend the meetings...eeeh

Mr APM:

I normally talk this, if we have regular meetings timetable at school and our local community level implies that everybody is made earlier aware that this date and that date, I must attend a certain meeting. This at least will make thing consistent and regular. We must have an annual plan for any public development projects and what's remaining should be reminding each other.

Mr WK:

You know when students are performing well academically, everyone will be self-motivated. But to reach this level depends on our setups...yaaah.

Though am very disappointed with mistreatment from our local leaders, everyone will agree with me when one's sees such students' academic exhibitions including sports and games during Parents' Day or graduation day, will be influenced to change mind-set, After I have seen it many times, I resumed my participation to support the school

Mrs SM:

The way we are used is that if I am informed that there's a meeting somewhere which involve community members if there's something that after the meeting the community or meeting participants will earn just a token or given anything physical.... aaaah.....many people gather very fast.... heheheheheh (*Laughing*). I think it's just a matter of our leaders being open and transparent to us especially giving us feedback on all contributions that they collect from us...eeh.

*Prompt: what support has been designed and provided to the community members including parents of students to draw your attention and motivate you to participate in managing that school?*

Mrs AM:

No, and support. It should be known, however, of course, we have done a lot for anyone to see, but once our voice could also be there at the top to make us also practice our initiatives under our leaders' guide, our children could achieve excellent academic performance'

Mrs FM:

I don't know even what support they should give me.

Mr ZM:

May be reminding us to attend local community meetings when announced. But also emphasising us to contribute as instructed.

Mrs YS:

Mmmmmh.....which support here, no I have never received any support.

Mr JS:

What I can say is that instead of getting the support that you are talking about we or I have been getting discouragement from our local leaders as are no open, trustful, and transparent to us as I know nothing about our contributions that they collect from us. If we ignore to continue participating by giving contributions, alternatively they use community police force to arrest all who have not paid school fees and instructed contributions.

Mrs AK:

I have never experienced any support given to me in that manner as you have asked.....eeeh. But sometimes, I am happy to see when they invite us all as community members, often I and my neighbours used to attend. To a certain extent, yes, I realised that teachers have also developed further the students in extracurricular activities such as cleanliness, sports, and games. That's why sometimes I don't hesitate to contribute the little I have, to develop the school.

Mr APM:

Mmmh... I don't know any support given to us apart of informing us to attend the meetings, reminding those who have not completed paying school fees and contribute to do so that school can manage at least to fill financial gaps it experiences.

Mr WK:

During the school meetings, the head of school used to remind us, encourage us, and give us a summary of the financial report of the school. But also emphasise much about needing us to participate fully in managing school academic and students discipline at that school.... eeeh

Mrs SM:

Aaaah.....to be honest, our local leaders have never given us any support. Yet I believe possibly even themselves do not know how to mobilise community members to actively participate without using force. Indeed, I don't want chaos, I put my hands there only when our local leaders use threats from the court of law or auxiliary police to force us, and otherwise, I couldn't do that because our leaders are not cooperative to us.

*(x.) Is there anything that you want to add (in general) about community participation in managing that school?*

Mrs AM:

On my side, the main thing is cooperation, we need to be involved at all stages of any public project which exist within our ward such as that school. There we shall be understanding each other...mmmh. I mean we should take part in planning and making the decision then in implementing our decisions altogether...

Mrs FM:

I think the most important matter is I need the feedback of everything that we do together as one team. But also, our leaders should not dictate everything, we are adults but also key stakeholders, we have our views, experience, different areas of expertisation. So, our local leaders should not underestimate us. 'Normally I ensure they get feedback and reply positively all their challenging questions to build trust between us, otherwise very difficult to lead these people.'

Mr ZM:

Aaaah I would like all should be open and honest with each other. I mean ourselves and our local leaders.

Mrs YS:

our leaders must be open, transparent but also trustful on all our contributions that they collect. Yet they should tell us what they do to our fellow community members who tend not to contribute as to how all others do in managing that school...mmmh. If we are informed that every community member should perhaps contribute 5000 TZS (as £2), everybody should be active in implementing not just some others not. Only because is a relative or son of our leaders.

Mr JS:

The government should not leave us alone doing a very big part whilst it takes a small part. But also, our leaders must be honest to us, must open and transparent to us especially in those little resources we have yet we contribute for the development of that school. But also, our leaders to struggle and find donors who can push us up on top of the contributions that we give for that school since it started.....eeeh.

Mrs AK:

On my side, we need to cooperate in managing that school. That school is ours so we should not wait until somebody who will come and manage that school for us.....no and it will never happen. But our leaders should see this fact and change their lifestyle with our contributions that they collect from us.

Mr APM:

I would like to emphasise that all contributions that we give for managing that school, we should see utilised accordingly but at a good quality of results.... mmmh

Mr WK:

I suggest the possibility of designing a certain mechanism that will make direct access of all community members in this ward so that we can all work together as one team but not in this way we do now. Not that ooh this is for parents of students..... Oooh this is for the community as whole... because now the majority have no direct access to managing that school but only parents through their children studying there. We need the same access for all of us.....if possible, for professionals to think about it technically...eeeh.

Mrs SM:

We should be involved from the beginning to the end at all stages. We should be involved from all stages such as from planning and decision making, but also evaluating what we have been implementing altogether.

*Additional question: Do you think is there a need to educate community members including the school heads, chairperson of school boards, etc to know the importance for them to participate in managing that school?*

Mrs AM:

Yes. I believe if we get an education it will build capacity in us on how to appropriately work as one team in the way how together we can manage that school. But Our local leaders especially village executive officers (VEOs), ward executive officer (WEO) but also our ward councillor (WC) and ten house representatives as grass-root ambassadors should be given more guiding seminars and workshops so that they can be aware of their appropriate responsibilities and how to consistently endeavour them whilst cooperating with us.....eeeh

Mrs FM:

Yaaah..... it will help us to be competent a bit when participating in managing various development projects including that school. It will make us know what we are supposed to do and not to do when we participate as a community in managing that school and any other development projects in our ward or village...yaaah.

Mr ZM:

Yes. If we are all given education, we will make those school and other projects achieve its goals very fast.

Mrs YS:

Eeh... (Sighing) I am sure it will build in us high self-esteem to participate fully in managing that school.

Mr JS:

Yes. I believe these ups and down we are facing will never continue to exist within our ward or village.....yaaah. our students will experience full support from the whole community members of this ward.

Mrs AK:

yeah.....without doubt, we need to be given the education to refresh our tradition of participating in managing various activities in that school and any other development projects within our Nawenge ward and Nawenge village. the problem we are facing now, 'no reminder and nothing else but if you see them calling us, they only need money or physical resources for that school'

Mr APM:

Let me tell you one thing, a trained person normally is different from the one who has never received any pieces of training on issues that we are all supposed to join our hands and work as one team. So, we need it to work as one team towards improving the academic delivery and students' performance of that school.

Mr WK:

Aaaah... to be honest it's very important and highly needed because hopefully it will help us to change the whole situation and everything to be active from there.

Mrs SM:

Yes, it will be very useful to me and my fellow community members as it will make us aware of what should be done by the community members ourselves in managing that school, what should be done by only school management teachers as professionals. Of importance, what are the shared responsibilities that all get into such a pool and work together as one team.

Interviewer: Thank you very much, community members, of Nawenge ward where Nawenge secondary school is located. This is the end of this interview. I appreciate your cooperation. You have given me good cooperation in this interview.

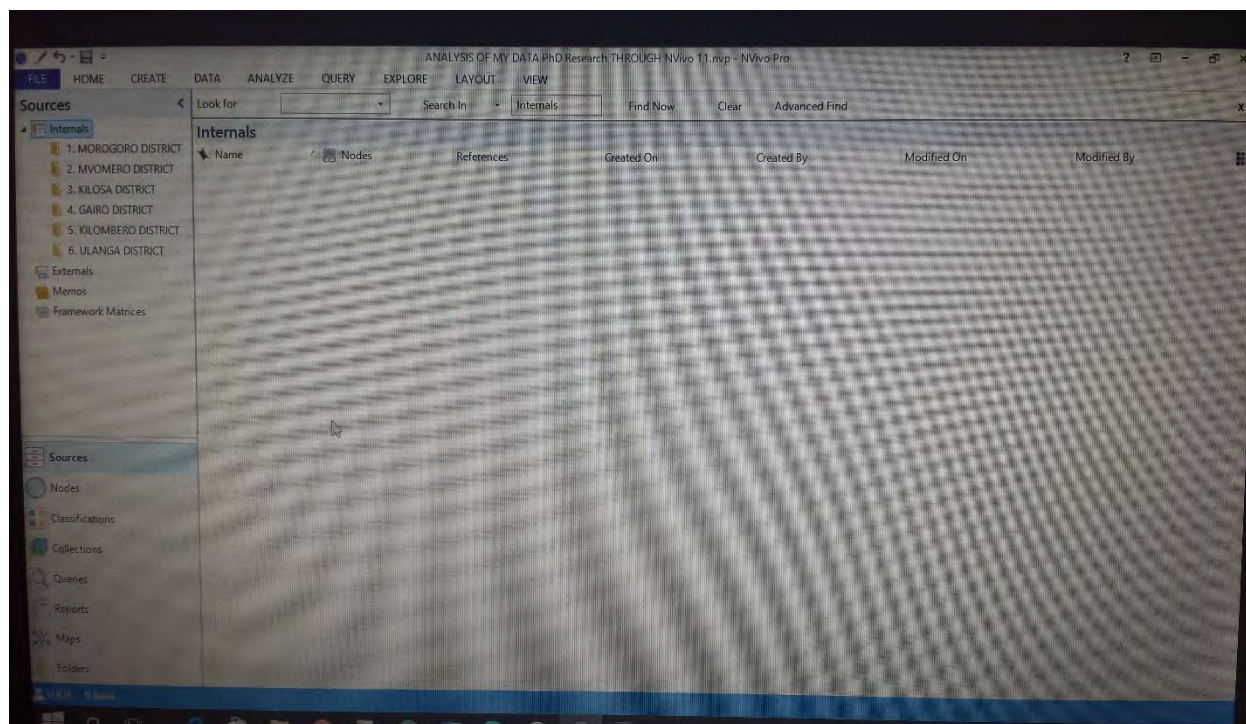
Mr William Kunjumu: (On behalf of all FG Interviewees): Aaaah.... thank you very much we believe that you will use research findings to develop a project that could help us participate fully in various public development projects not only that school.

Interviewer: Thank you very much.

- End -

## Appendix Six

Pages show areas where the research was conducted and how data were thematically analysed through NVivo 11 Software



### 1. MOROGORO DISTRICT

Name	Nodes	References	Created On	Created By	Modified C
CHAIRPERSON OF S- B- NELSON MANDELA SS	39	219	20/05/2016 20:51	H.K.H	18/02/201
CHAIRPERSON OF S-B- MGULASI SS	34	123	20/05/2016 20:47	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - MGULASI - CHAMWINO WARD	88	371	20/05/2016 20:47	H.K.H	18/02/201
FOCUS GROUP INTERVIEW - NELSON MANDELA SS - MKAMBARA	60	329	20/05/2016 20:51	H.K.H	18/02/201
MRSEO- MORO DISTRICT - RURAL COUNCIL	45	169	20/05/2016 20:50	H.K.H	22/07/201
MSEO- MORO DISTRICT - MUNICIPAL COUNCIL	60	199	20/05/2016 20:45	H.K.H	09/01/201
SCHOOL HEAD - MGULASI SS	33	67	20/05/2016 20:47	H.K.H	09/01/201
SCHOOL HEAD - NELSON MANDELA SS	55	175	20/05/2016 20:51	H.K.H	18/02/201
WEO- CHAMWINO WARD	48	188	20/05/2016 20:47	H.K.H	09/01/201
WEO- MKAMBARANI WARD	42	169	20/05/2016 20:51	H.K.H	01/01/201



## 2. MVOMERO DISTRICT

Name	Nodes	References	Created On	Created By	Modified C
CHAIRPERSON OF S-B - MELELA SS	33	119	07/06/2016 17:51	H.K.H	05/01/201
CHAIRPERSON OF S-B- MONGOLA SS	37	171	07/06/2016 17:47	H.K.H	02/01/201
DSEO- MVOMERO DISTRICT	47	140	07/06/2016 17:44	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - MELELA SS - MELELA WARD	76	384	07/06/2016 17:51	H.K.H	18/02/201
FOCUS GROUP INTERVIEW - MONGOLA SS - MZUMBE WARD	71	374	07/06/2016 17:47	H.K.H	18/02/201
SCHOOL HEAD - MELELA SS - MELELA WARD	65	202	07/06/2016 17:51	H.K.H	09/01/201
SCHOOL HEAD - MONGOLA SS - MZUMBE WARD	54	151	07/06/2016 17:47	H.K.H	11/08/201
WEO- MZUMBE WARD	46	127	07/06/2016 17:46	H.K.H	09/01/201
WEO-MELELA WARD	45	178	07/06/2016 17:50	H.K.H	08/01/201

## 3. KILOSA DISTRICT

Name	Nodes	References	Created On	Created By	Modified C
CHAIRPERSON OF S-B-DENDEGU SS	40	116	10/05/2016 08:26	H.K.H	09/01/201
CHAIRPERSON OF S-B-RUDEWA SS	41	118	10/05/2016 08:28	H.K.H	09/01/201
DSEO - KILOSA DISTRICT	58	165	10/05/2016 08:24	H.K.H	18/02/201
FOCUS GROUP INTERVIEW - DENDEGU SS - KASIKI WARD	58	207	10/05/2016 08:26	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - RUDEWA SS - RUDEWA BATINI WARD	63	291	10/05/2016 08:28	H.K.H	18/02/201
SCHOOL HEAD - RUDEWA SS - RUDEWA BATINI WARD	50	143	10/05/2016 08:28	H.K.H	09/01/201
SCHOOL HEAD - DENDEGU SS - KASIKI WARD	53	160	10/05/2016 08:26	H.K.H	09/01/201
WEO- KASIKI WARD	34	97	10/05/2016 08:26	H.K.H	05/01/201
WEO- RUDEWA BATINI WARD	38	100	10/05/2016 08:28	H.K.H	18/02/201

#### 4. GAIRO DISTRICT

Name	Nodes	References	Created On	Created By	Modified C
CHAIRPERSON OF S-BOARD A.M SHABIBY SECONDARY SCHOOL	118	412	23/03/2016 13:39	H.K.H	07/01/201
CHAIRPERSON OF S-BOARD KIBEDYA SECONDARY SCHOOL	77	218	23/03/2016 13:39	H.K.H	31/12/201
DSEO - GAIRO DISTRICT	55	117	23/03/2016 13:38	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - GAIRO TOWN WARD	96	613	23/03/2016 13:39	H.K.H	18/02/201
FOCUS GROUP INTERVIEW - KIBEDYA WARD	96	566	23/03/2016 13:39	H.K.H	18/02/201
SCHOOL HEAD - KIBEDYA SECONDARY SCHOOL	96	257	23/03/2016 13:39	H.K.H	09/01/201
SCHOOL HEAD - AM SHABIBY SECONDARY SCHOOL	49	132	23/03/2016 13:39	H.K.H	08/01/201
WEO - GAIRO TOWN WARD	74	374	23/03/2016 13:39	H.K.H	06/01/201
WEO - KIBEDYA WARD	42	116	23/03/2016 13:39	H.K.H	02/01/201

#### 5. KILOMBERO DISTRICT

Name	Nodes	References	Created On	Created By	Modified C
CHAIRPERSON OF S-BOARD KIBAONI SECONDARY SCHOOL	60	191	09/04/2016 08:27	H.K.H	05/01/201
CHAIRPERSON OF S-BOARD KWASHUNGU SECONDARY SCHOOL	40	137	09/04/2016 08:16	H.K.H	18/02/201
DSEO - KILOMBERO DISTRICT	50	160	09/04/2016 07:50	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - KIBAONI WARD	74	346	09/04/2016 08:27	H.K.H	18/02/201
FOCUS GROUP INTERVIEW - VIWANJA SITINI WARD	78	289	09/04/2016 07:52	H.K.H	18/02/201
SCHOOL HEAD - KIBAONI SECONDARY SCHOOL	43	121	09/04/2016 08:26	H.K.H	18/02/201
SCHOOL HEAD - KWASHUNGU SECONDARY SCHOOL	49	169	09/04/2016 07:52	H.K.H	18/02/201
WEO - KIBAONI WARD	47	198	09/04/2016 08:25	H.K.H	06/01/201
WEO - VIWANJA SITINI WARD	43	203	09/04/2016 07:50	H.K.H	18/02/201

## 6. ULANGA DISTRICT

Name	Nodes	References	Created On	Created By	Modified C
CHAIRPERSON OF S-B - MAHENGES	44	137	05/07/2016 18:43	H.K.H	18/02/201
CHAIRPERSON OF S-B - NAWENGES	40	151	05/07/2016 18:50	H.K.H	09/01/201
DSEO - ULANGA DISTRICT	55	176	05/07/2016 18:41	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - MAHENGES - MAHENGES WARD	64	344	05/07/2016 18:43	H.K.H	09/01/201
FOCUS GROUP INTERVIEW - NAWENGES - NAWENGES WARD	66	450	05/07/2016 18:50	H.K.H	18/02/201
SCHOOL HEAD - MAHENGES - MAHENGES WARD	52	237	05/07/2016 18:43	H.K.H	18/02/201
SCHOOL HEAD - NAWENGES - NAWENGES WARD	51	152	05/07/2016 18:50	H.K.H	18/02/201
WEO - MAHENGES TOWN WARD	39	101	05/07/2016 18:42	H.K.H	18/02/201
WEO - NAWENGES WARD - FOR NAWENGES	44	150	05/07/2016 18:48	H.K.H	03/01/201

## Nodes

Name	Sources	References	Created By	Created On	Modified
1. WHAT IS THE STATE OF COMMUNITY PARTICIPATION IN MANAGING	0	0	H.K.H	23/03/2016 13:49	H.K.H
Name	Sources	References	Created By	Created On	Modified
Barriers to effective community participation	55	1077	H.K.H	23/03/2016 20:4	H.K.H
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Communication barrier or uncertainty	4	4	H.K.H	03/08/2016 22:2	H.K.H
Name	Sources	References	Created By	Created On	Modified
School and the community lack direct communication	9	30	H.K.H	03/08/2016 22:3	H.K.H
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Internal contradictions	18	25	H.K.H	03/08/2016 19:5	H.K.H
Name	Sources	References	Created By	Created On	Modified
Contradicting Leaders' statements against reality in practice	3	3	H.K.H	03/08/2016 19:5	H.K.H
Name	Sources	References	Created By	Created On	Modified
Confirmed no need of any assistance outside the government	2	3	H.K.H	03/08/2016 20:2	H.K.H
Name	Sources	References	Created By	Created On	Modified
Reality - A high need of community assistance	4	14	H.K.H	03/08/2016 20:3	H.K.H
Name	Sources	References	Created By	Created On	Modified
Confirmed the whole community participates fully	3	4	H.K.H	03/08/2016 20:1	H.K.H
Name	Sources	References	Created By	Created On	Modified
Reality - very low community participation	2	4	H.K.H	03/08/2016 20:1	H.K.H
Name	Sources	References	Created By	Created On	Modified
High parental engagement than the whole community	3	3	H.K.H	03/08/2016 20:2	H.K.H

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<input type="radio"/> Lack of Trust	14	55	H.K.H	03/08/2016 19:0	H.K.H
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<input type="radio"/> Community disatisfied with the current progress of sc	4	5	H.K.H	04/08/2016 15:1	H.K.H
<input type="radio"/> Corrupt leaders	9	13	H.K.H	04/08/2016 17:1	H.K.H
<input type="radio"/> Lies	4	7	H.K.H	04/08/2016 14:1	H.K.H
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<input type="radio"/> Teachers' dismissing students from school	5	9	H.K.H	03/08/2016 19:4	H.K.H
<input type="radio"/> The schools failed to meet community expectations	1	1	H.K.H	03/08/2016 18:5	H.K.H
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<input type="radio"/> Low committment	14	23	H.K.H	04/08/2016 12:4	H.K.H
<input type="radio"/> Poor students academic performance	5	6	H.K.H	04/08/2016 12:5	H.K.H
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<input type="radio"/> Community participation mean contributig money	6	6	H.K.H	04/08/2016 16:0	H.K.H
<input type="radio"/> Maintained parental engagement than the wider com	9	16	H.K.H	03/08/2016 19:2	H.K.H
<input type="radio"/> Unconsidered community consent and attention	8	21	H.K.H	03/08/2016 19:2	H.K.H

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Name	Sources	References	Created By	Created On	Modified
<input type="radio"/> High need of education to improve community participati		22	H.K.H	03/08/2016 22:4	H.K.H
<input type="radio"/> Lack of appropriate mechanism of mobilising community		34	H.K.H	04/08/2016 16:2	H.K.H
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<input type="radio"/> Inappropriate timing of calling community meetings		11	H.K.H	04/08/2016 16:2	H.K.H
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<input type="radio"/> Low knowledge on the value of education to their children		510	H.K.H	04/08/2016 14:2	H.K.H
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<input type="radio"/> Bad parents reaction against teachers		46	H.K.H	04/08/2016 14:2	H.K.H
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<input type="radio"/> Low socio-economic income		1726	H.K.H	03/08/2016 21:3	H.K.H
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<input type="radio"/> The context of community participation		551370	H.K.H	23/03/2016 16:1	H.K.H
Name	Sources	References	Created By	Created On	Modified
<input type="radio"/> Community attendance		40113	H.K.H	28/07/2016 17:5	H.K.H
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<input type="radio"/> Low community attendance		42120	H.K.H	29/07/2016 18:4	H.K.H

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<input type="radio"/> Low cooperation	32	77	H.K.H	29/07/2016 18:4	H.K.H
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<input type="radio"/> Types of community participation	3	5	H.K.H	28/07/2016 16:5	H.K.H
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<input type="radio"/> Community participation by consultation	11	16	H.K.H	28/07/2016 17:1	H.K.H
<input type="radio"/> Interactive community participation	11	22	H.K.H	28/07/2016 17:2	H.K.H
<input type="radio"/> Passive community participation - (Top down approach)	15	31	H.K.H	28/07/2016 17:0	H.K.H
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<input type="radio"/> What constitute community participation	53	307	H.K.H	23/03/2016 14:4	H.K.H
<input type="radio"/> Name	Sources	References	Created By	Created On	Modified
<input type="radio"/> Collaboration	3	3	H.K.H	02/08/2016 03:3	H.K.H
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<input type="radio"/> Accountable parties in managing the schools	0	0	H.K.H	04/08/2016 18:0	H.K.H
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<input type="radio"/> Community	32	88	H.K.H	06/08/2016 22:3	H.K.H
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<input type="radio"/> Development partners, NGOs & CBOs	18	28	H.K.H	06/08/2016 22:3	H.K.H



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Local government	0	0	H.K.H	06/08/2016 21:1	H.K.H
District secondary office departments	0	0	H.K.H	06/08/2016 21:5	H.K.H
Coordinates schools with the community	15	22	H.K.H	06/08/2016 22:0	H.K.H
Oversees secondary education districtwise	21	28	H.K.H	06/08/2016 22:1	H.K.H
Eliminates school fees	5	5	H.K.H	06/08/2016 22:1	H.K.H
Emphasises effective parental engagement	10	16	H.K.H	06/08/2016 22:1	H.K.H
Frequently visiting the schools	4	4	H.K.H	06/08/2016 22:1	H.K.H
Makes follow up and reviews policy guide	13	15	H.K.H	06/08/2016 22:1	H.K.H
School based meetings with community	5	7	H.K.H	06/08/2016 22:0	H.K.H
School inspection	1	1	H.K.H	06/08/2016 22:0	H.K.H
warning misbehaving teachers	1	1	H.K.H	06/08/2016 22:0	H.K.H
The schools	0	0	H.K.H	06/08/2016 22:1	H.K.H
Coordinates school based meetings	24	36	H.K.H	06/08/2016 22:2	H.K.H

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Name	Sources	References	Created By	Created On	Modified
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<input type="radio"/> Developed Local school creativity to reso	7	14	H.K.H	06/08/2016 23:0	H.K.H
<input type="radio"/> School designed mechanism of motivati	1	1	H.K.H	06/08/2016 23:0	H.K.H
<input type="radio"/> WEO and VEO under the WDC & its meetings	6	6	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Attend school board and school meetings	10	12	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Effect collaboration with stakeholders	24	35	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Organise WDC & local community meetings	0	0	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Local community meetings	17	31	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Ward development committee (WDC)	23	29	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Oversee the school improvement	17	25	H.K.H	06/08/2016 22:2	H.K.H
<input type="radio"/> Frequently visit the schools	4	4	H.K.H	06/08/2016 22:3	H.K.H

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Providing physical resources in demand	6	6	H.K.H	02/08/2016 03:4	H.K.H
Building materials	14	19	H.K.H	06/08/2016 16:1	H.K.H
Classroom furnitures	2	2	H.K.H	02/08/2016 05:5	H.K.H
Offer houses to teachers and make them	4	7	H.K.H	02/08/2016 05:5	H.K.H
Students necessary social and academic needs	2	2	H.K.H	02/08/2016 05:5	H.K.H
Managing school finance by funding the schools	18	27	H.K.H	02/08/2016 03:4	H.K.H
Consulted political leaders voted by the community	2	2	H.K.H	06/08/2016 20:3	H.K.H
Pay school fees and necessary contributions	11	14	H.K.H	06/08/2016 20:3	H.K.H
Support from NGOs,CBOs, Companies, Banks	23	40	H.K.H	06/08/2016 20:3	H.K.H
Providing human labour	1	1	H.K.H	02/08/2016 03:4	H.K.H
In various school physical activities	21	22	H.K.H	02/08/2016 04:1	H.K.H
Making follow up of students needs, and progress	1	1	H.K.H	02/08/2016 04:1	H.K.H
Monitoring students' discipline	46	183	H.K.H	02/08/2016 04:3	H.K.H
Offering IKS in implementing classroom curriculum	9	13	H.K.H	02/08/2016 04:4	H.K.H

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2. WHAT WAYS DO COMMUNITY MEMBERS PARTICIPATE IN MANAGI	3	6	H.K.H	23/03/2016 18:04	H.K.H
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Name	Sources	References	Created By	Created On	Modified
<ul style="list-style-type: none"> <li>Community voice their views in decision making</li> <li>Funding the construction of school infrastructures</li> <li>Parents pay school fees and all necessary contributions</li> </ul>	7	10	H.K.H	01/08/2016 15:5	H.K.H
<ul style="list-style-type: none"> <li>Community provides physical resources</li> </ul>	9	16	H.K.H	01/08/2016 15:0	H.K.H
<ul style="list-style-type: none"> <li>Community provides classroom furnitures at the schools</li> <li>Community provides physical building materials</li> <li>Contribute cereal crop harvest for students lunch at school</li> <li>Provide teachers their houses to rent</li> </ul>	1	1	H.K.H	01/08/2016 22:5	H.K.H
	4	5	H.K.H	03/08/2016 13:4	H.K.H
	5	6	H.K.H	01/08/2016 20:5	H.K.H
	2	3	H.K.H	01/08/2016 20:3	H.K.H
<ul style="list-style-type: none"> <li>Provide human labour in the school physical activities</li> </ul>	3	3	H.K.H	01/08/2016 15:1	H.K.H
<ul style="list-style-type: none"> <li>Ensures defence and security of the schools</li> <li>Follows up students cademic needs and progress</li> </ul>	4	6	H.K.H	01/08/2016 15:2	H.K.H
	0	0	H.K.H	02/08/2016 04:2	H.K.H
<ul style="list-style-type: none"> <li>Facilitates children academic needs at school</li> <li>Visits schools, interacts with teachers &amp; children</li> </ul>	4	9	H.K.H	02/08/2016 04:2	H.K.H
	33	76	H.K.H	02/08/2016 04:2	H.K.H
<ul style="list-style-type: none"> <li>Monitors discipline of students and teachers</li> <li>Offers Indegenous knowledge in implementing curricula</li> </ul>	46	189	H.K.H	02/08/2016 04:5	H.K.H
	12	23	H.K.H	02/08/2016 04:3	H.K.H

## Nodes

Name	Sources	References	Created By	Created On	Modified
Participate physically in building school infrastructures	5	13	H.K.H	01/08/2016 15:1	H.K.H
Sharing school resources for community social activities	2	2	H.K.H	01/08/2016 16:2	H.K.H
Community fetch water from school tapes for household	1	1	H.K.H	01/08/2016 16:3	H.K.H
Teachers participates community activities	1	2	H.K.H	01/08/2016 16:2	H.K.H
Uses classrooms, school play grounds, and facilities	3	4	H.K.H	01/08/2016 16:3	H.K.H
Information & Awareness	55	435	H.K.H	23/03/2016 21:2	H.K.H
Community shares opinions and challenges and suggestions	5	5	H.K.H	01/08/2016 17:2	H.K.H
Maintaining informed community and community awareness	3	4	H.K.H	02/08/2016 00:2	H.K.H
Provided feedback, and ensured openness and transparen	7	8	H.K.H	02/08/2016 00:2	H.K.H
Voice their views in decision making through local meetings	55	503	H.K.H	23/03/2016 21:5	H.K.H
Created community - school construction committee	11	18	H.K.H	02/08/2016 02:1	H.K.H
Follows up students academic needs and progress	0	0	H.K.H	02/08/2016 04:2	H.K.H
Local community meetings at their grassroot level	7	10	H.K.H	01/08/2016 12:1	H.K.H



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Name	Sources	References	Created By	Created On	Modified
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<div> <div></div> <div>School governing board involve community representatives</div> </div>	10	18	H.K.H	01/08/2016 12:1	H.K.H
<div> <div></div> <div>School meetings with community members</div> </div>	9	18	H.K.H	01/08/2016 12:0	H.K.H
<div> <div></div> <div>Ward development council (WDC) meetings</div> </div>	7	12	H.K.H	01/08/2016 12:1	H.K.H
<div> <div></div> <div>3. WHAT ARE PEOPLES' PERSPECTIVES ON THE VALUE OF COMMUNITY</div> </div>	6	6	H.K.H	23/03/2016 15:37	H.K.H
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<div> <div></div> <div>Improved students' discipline</div> </div>	14	19	H.K.H	05/08/2016 13:4	H.K.H
<div> <div></div> <div>Improved students' academic progress and performance</div> </div>	13	17	H.K.H	05/08/2016 17:3	H.K.H
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<div> <div></div> <div>Facilitates students with academic and social needs</div> </div>	8	11	H.K.H	05/08/2016 17:4	H.K.H
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<div> <div></div> <div>Provides school academic facilities and infrastructure</div> </div>	18	24	H.K.H	05/08/2016 13:4	H.K.H
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<div> <div></div> <div>Enables students to live in school hostels</div> </div>	3	3	H.K.H	05/08/2016 17:2	H.K.H
<div> <div></div> <div>Enables teachers to live within the school quarters</div> </div>	7	10	H.K.H	05/08/2016 16:5	H.K.H

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Name	Sources	References	Created By	Created On	Modified
Improves teaching -learning environment	13	17	H.K.H	05/08/2016 15:3	H.K.H
Expansion of secondary education	3	4	H.K.H	05/08/2016 12:1	H.K.H
Indigenous knowledge relieves teacher shortage	14	21	H.K.H	05/08/2016 17:0	H.K.H
Indigenous knowledge in implementing curriculum	14	28	H.K.H	05/08/2016 18:2	H.K.H
Relieves school financial shortage	15	16	H.K.H	05/08/2016 17:5	H.K.H
Security and defence of school proprieties	1	1	H.K.H	05/08/2016 17:5	H.K.H
Social cohesion and Healthy communities	53	243	H.K.H	23/03/2016 15:5	H.K.H
Social cohesion	20	39	H.K.H	04/08/2016 18:5	H.K.H
1.1 Community informed about all school development	5	8	H.K.H	04/08/2016 20:1	H.K.H
1.2 Community have voice in decision making	17	30	H.K.H	04/08/2016 20:5	H.K.H
1.4 Team working with professionals to share roles	24	43	H.K.H	04/08/2016 20:1	H.K.H
Healthy communities	55	504	H.K.H	04/08/2016 21:0	H.K.H
Appropriate feedback for openness and transparency	5	5	H.K.H	04/08/2016 21:5	H.K.H

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Visiting the schools- talk with teachers and classrooms	8	8	H.K.H	04/08/2016 22:2	H.K.H																																																																		
Conserving school environment- by planting trees	1	1	H.K.H	04/08/2016 22:2	H.K.H																																																																		
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Name	Sources	References	Created By	Created On	Modified																																																																		
Education	52	297	H.K.H	01/08/2016 00:4	H.K.H																																																																		
<table> <tr> <th>Name</th><th>Sources</th><th>References</th><th>Created By</th><th>Created On</th><th>Modified</th></tr> <tr> <td>Openness and transparency to build trust</td><td>5</td><td>5</td><td>H.K.H</td><td>31/07/2016 16:0</td><td>H.K.H</td></tr> </table>	Name	Sources	References	Created By	Created On	Modified	Openness and transparency to build trust	5	5	H.K.H	31/07/2016 16:0	H.K.H																																																											
Name	Sources	References	Created By	Created On	Modified																																																																		
Openness and transparency to build trust	5	5	H.K.H	31/07/2016 16:0	H.K.H																																																																		
<table> <tr> <th>Name</th><th>Sources</th><th>References</th><th>Created By</th><th>Created On</th><th>Modified</th></tr> <tr> <td>EMPOWERMENT (Mobilising the community)</td><td>47</td><td>189</td><td>H.K.H</td><td>01/08/2016 00:0</td><td>H.K.H</td></tr> </table>	Name	Sources	References	Created By	Created On	Modified	EMPOWERMENT (Mobilising the community)	47	189	H.K.H	01/08/2016 00:0	H.K.H																																																											
Name	Sources	References	Created By	Created On	Modified																																																																		
EMPOWERMENT (Mobilising the community)	47	189	H.K.H	01/08/2016 00:0	H.K.H																																																																		



## Nodes

Name	Sources	References	Created By	Created On	Modified
Ensuring community participates in making	51	144	H.K.H	01/08/2016 00:1	H.K.H
Reminders and Sensitisation	54	427	H.K.H	31/07/2016 16:5	H.K.H
Advising students to encourage their parents	3	6	H.K.H	31/07/2016 17:4	H.K.H
Using religious leaders to motivate the community	2	2	H.K.H	31/07/2016 17:4	H.K.H
TRUST (Providing feedback and being open and transpar	53	219	H.K.H	31/07/2016 17:3	H.K.H
Using school premises to conduct local community meetin	3	3	H.K.H	31/07/2016 16:4	H.K.H
Widen participation	5	8	H.K.H	31/07/2016 16:1	H.K.H
school and community to have direct communication	9	13	H.K.H	31/07/2016 17:0	H.K.H
Unlock traditional parental engagement to include all	28	46	H.K.H	31/07/2016 18:0	H.K.H
Developing a spirit of team working with all parties	28	60	H.K.H	31/07/2016 18:3	H.K.H
Parents to be cooperative to all	12	26	H.K.H	31/07/2016 18:1	H.K.H
Robust democratic school governance architecture	14	20	H.K.H	31/07/2016 23:5	H.K.H
Support legislation in place	21	33	H.K.H	31/07/2016 15:2	H.K.H
Upgrading government funding the schools	7	9	H.K.H	31/07/2016 17:4	H.K.H

## Nodes

Name	Sources	References	Created By	Created On	Modified
Reality about current applied motivation strategies	4	4	H.K.H	07/05/2016 16:0	H.K.H
Acknowledge and demonstrate Appreciation	4	4	H.K.H	30/07/2016 21:0	H.K.H
Appreciation	1	1	H.K.H	30/07/2016 21:5	H.K.H
Improved school academic performance	1	1	H.K.H	31/07/2016 12:3	H.K.H
Government assigns teachers extra income earning	2	2	H.K.H	31/07/2016 13:1	H.K.H
School appreciation to the best volunteering communi	13	20	H.K.H	31/07/2016 10:3	H.K.H
Teachers' improving students' academic performance	5	7	H.K.H	31/07/2016 10:4	H.K.H
Showcase elements of collaborations	10	12	H.K.H	30/07/2016 21:5	H.K.H
Exhibitions and Invitations	6	10	H.K.H	31/07/2016 11:1	H.K.H
Rewarding scheme under the community witness	21	36	H.K.H	31/07/2016 11:0	H.K.H
Strengthening school-family-community partnership	8	14	H.K.H	31/07/2016 11:2	H.K.H

## Nodes

Name	Sources	References	Created By	Created On	Modified
Awareness of motivation strategies at award and villages leve	6	15	H.K.H	30/07/2016 21:2	H.K.H
SCHOOL SETTING	0	0	H.K.H	22/03/2016 21:54	H.K.H
About the schools (Introduction)	4	4	H.K.H	23/03/2016 10:5	H.K.H
Background	0	0	H.K.H	20/07/2016 13:5	H.K.H
Expanded secondary education in Tanzania	17	21	H.K.H	21/07/2016 12:3	H.K.H
Statistical information	0	0	H.K.H	21/07/2016 12:4	H.K.H
Number of schools	18	24	H.K.H	21/07/2016 12:4	H.K.H
School infrastructures including Academic facilities	3	3	H.K.H	21/07/2016 12:4	H.K.H
Students ( Enrolled students, dropout, academic perfor	13	18	H.K.H	21/07/2016 12:4	H.K.H
Teachers	4	6	H.K.H	21/07/2016 12:4	H.K.H
Schools in anarchy ( Problems (Challenge) facing the schools)	54	689	H.K.H	23/03/2016 10:5	H.K.H
Lack of participatory based model of managing the school	2	2	H.K.H	23/07/2016 16:4	H.K.H
Community and school lack direct communication access	7	12	H.K.H	23/07/2016 16:4	H.K.H



## Nodes

Name	Sources	References	Created By	Created On	Modified
Conflict of interest in prioritising school urgent matters	3	4	H.K.H	23/07/2016 16:2	H.K.H
Extremely poor students' academic performance	10	12	H.K.H	04/10/2016 20:4	H.K.H
Inadequate school resources	4	4	H.K.H	23/07/2016 12:3	H.K.H
Shortage of academic facilities and school infrastructures	10	11	H.K.H	23/07/2016 12:4	H.K.H
Infrastructure	8	11	H.K.H	23/07/2016 17:0	H.K.H
Classroom	4	5	H.K.H	23/07/2016 17:0	H.K.H
Houses of teachers	6	10	H.K.H	23/07/2016 17:0	H.K.H
Laboratories	5	8	H.K.H	23/07/2016 17:0	H.K.H
Lack of electricity	1	1	H.K.H	25/07/2016 18:0	H.K.H
Libraries	3	6	H.K.H	23/07/2016 17:0	H.K.H
No school vehicle for school courier on deliveries	0	0	H.K.H	23/07/2016 17:1	H.K.H
Scarcity of water ( leads to unhygienic environment	3	5	H.K.H	25/07/2016 11:0	H.K.H
School administration blocks including lack of appr	2	2	H.K.H	23/07/2016 17:0	H.K.H
school fence	0	0	H.K.H	23/07/2016 17:0	H.K.H
School main hall for school council meetings, main	0	0	H.K.H	23/07/2016 17:1	H.K.H
Students hostel within the school compound	10	12	H.K.H	25/07/2016 15:5	H.K.H
Toilet units	1	1	H.K.H	23/07/2016 17:0	H.K.H

## Nodes

Name	Sources	References	Created By	Created On	Modified
Teaching - learning materials	6	8	H.K.H	23/07/2016 12:4	H.K.H
Desks, tables and chairs for students and teachers	1	1	H.K.H	23/07/2016 17:1	H.K.H
Laboratory apparatus and related equipments	3	6	H.K.H	23/07/2016 17:1	H.K.H
Manila cards, blackboard chalks, periodical table ch	2	3	H.K.H	23/07/2016 17:1	H.K.H
School computers (desktops and laptops) and com	2	2	H.K.H	23/07/2016 17:1	H.K.H
Survey equipments or tools for geography subject	2	4	H.K.H	23/07/2016 17:1	H.K.H
Text books	5	5	H.K.H	23/07/2016 17:1	H.K.H
Shortage of fund	10	13	H.K.H	23/07/2016 12:5	H.K.H
Community often delay to contribute in terms of fund	1	3	H.K.H	23/07/2016 13:3	H.K.H
Delay to pay school fees and other contributions	5	7	H.K.H	23/07/2016 13:2	H.K.H
Low government budget into education sector	5	5	H.K.H	23/07/2016 13:0	H.K.H
Low and delayed government capitation funds	6	20	H.K.H	23/07/2016 16:3	H.K.H
Unsolved needs of teachers	1	1	H.K.H	23/07/2016 14:0	H.K.H
Shortage of teachers of science subjects	10	16	H.K.H	23/07/2016 14:0	H.K.H
Teachers experience unfriendly working environment	6	11	H.K.H	23/07/2016 14:0	H.K.H



## Nodes

Name	Sources	References	Created By	Created On	Modified
Declined teachers' commitment	1	1	H.K.H	25/07/2016 18:1	H.K.H
Transport problem for teachers & students	1	2	H.K.H	25/07/2016 19:4	H.K.H
Name	Sources	References	Created By	Created On	Modified
Lack of seriousness and accountability	0	0	H.K.H	23/07/2016 16:2	H.K.H
school board members lack commitment	4	5	H.K.H	23/07/2016 16:2	H.K.H
Inconsistency of school board members attendance	2	2	H.K.H	23/07/2016 16:5	H.K.H
Irresponsibility	1	6	H.K.H	23/07/2016 16:2	H.K.H
Name	Sources	References	Created By	Created On	Modified
Lack of capacity building	1	3	H.K.H	23/07/2016 16:4	H.K.H
Name	Sources	References	Created By	Created On	Modified
Incompetence	3	4	H.K.H	25/07/2016 12:4	H.K.H
Uncertainty (who is responsible to manage the schools)	1	1	H.K.H	25/07/2016 12:5	H.K.H
Name	Sources	References	Created By	Created On	Modified
Lack of school professional accountants	1	1	H.K.H	25/07/2016 20:1	H.K.H
Land conflict	0	0	H.K.H	23/07/2016 16:2	H.K.H
Name	Sources	References	Created By	Created On	Modified
Unconsidered community consent and attention	2	8	H.K.H	23/07/2016 16:2	H.K.H
Name	Sources	References	Created By	Created On	Modified
Low knowledge on the value of education to the children	2	2	H.K.H	23/07/2016 16:0	H.K.H

## Nodes

Name	Sources	References	Created By	Created On	Modified
Some parents support their children misconducts	6	8	H.K.H	25/07/2016 13:2	H.K.H
Students'indiscipline	15	25	H.K.H	23/07/2016 16:1	H.K.H
Inadeqaute school resources	4	4	H.K.H	10/10/2016 18:4	H.K.H
Lack of parental seriousness in caring their children	16	28	H.K.H	23/07/2016 16:1	H.K.H
Low cooperation from local government leaders	3	3	H.K.H	23/07/2016 16:1	H.K.H
Fear	2	2	H.K.H	25/07/2016 18:5	H.K.H
Low parents cooperation	2	2	H.K.H	23/07/2016 16:3	H.K.H
No parents cooperation to their fellow community membe	4	5	H.K.H	23/07/2016 16:1	H.K.H

## Appendix Seven

### Final Approval of Ethical Review – given by the University of Birmingham

#### (a) Letter from the Research Ethics Officer, University of Birmingham

From: Susan Cottam

Actions

To: Thomas Bisschoff

Cc: Christopher Rhodes; Hassan Hamidu

Friday, April 11, 2014, 10:42 AM

Dear Dr Bisschoff and Hassan K Hamidu,

**Re: “Community participation in managing public secondary schools. A case study of ward-based schools in the Morogoro region, Tanzania”**

#### **Application for Ethical Review ERN\_14-0410**

Thank you for your application for ethical review for the above project, which was reviewed by the Humanities & Social Sciences Ethical Review Committee.

On behalf of the Committee, I can confirm the conditions of approval for the study have been met and this study now has full ethical approval.

I would like to remind you that any substantive changes to the nature of the study as described in the Application for Ethical Review, and/or any adverse events occurring during the study should be promptly brought to the Committee’s attention by the Principal Investigator and may necessitate further ethical review.

Please also ensure that the relevant requirements within the University’s Code of Practice for Research and the information and guidance provided on the University’s ethics webpages (available at <https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Links-and-Resources.aspx>) are adhered to and referred to in any future applications for ethical review. It is now a requirement on the revised application form (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-Forms.aspx>) to confirm that this guidance has been consulted and is understood and that it has been taken into account when completing your application for ethical review.

Please be aware that whilst Health and Safety (H&S) issues may be considered during the ethical review process, you are still required to follow the University’s guidance on H&S and to ensure that H&S risk assessments have been carried out as appropriate. For further information about this, please contact your School H&S representative or the University’s H&S Unit at [healthandsafety@contacts.bham.ac.uk](mailto:healthandsafety@contacts.bham.ac.uk).

If you require a hard copy of this correspondence, please let me know.

Kind regards

**Susan Cottam**

Research Ethics Officer

Research Support Group

Room 119, B Block

Aston Webb Building

University of Birmingham

Edgbaston B15 2TT

Tel: 0121 414 8825

Email: [s.l.cottam@bham.ac.uk](mailto:s.l.cottam@bham.ac.uk)

Web: <https://intranet.birmingham.ac.uk/finance/accounting/research-support-group/Research-Ethics>

Please remember to submit a new Self-Assessment Form for each new project.

Click Ethical Review Process for further details regarding the University's Ethical Review process, or email [ethics-queries@contacts.bham.ac.uk](mailto:ethics-queries@contacts.bham.ac.uk) with any queries.

Click Research Governance for further details regarding the University's Research Governance and Clinical Trials Insurance processes, or email [researchgovernance@contacts.bham.ac.uk](mailto:researchgovernance@contacts.bham.ac.uk) with any queries

Notice of Confidentiality:

The contents of this email may be privileged and are confidential. It may not be disclosed to or used by anyone other than the addressee, nor copied in any way. If received in error, please notify the sender, and then delete it from your system. Should you communicate with me by email, you consent to the University of Birmingham monitoring and reading any such correspondence.



**(b) My response to the Research Ethics Officer, University of Birmingham**

To: Susan Cottam

Actions

Sent Items

Tuesday, April 15, 2014, 8:03 AM

Dear Susan Custom,

I, Hassan Khalfan Hamidu, a PhD student under the supervision of Dr Thomas C. Bisschoff, would like to kindly thank you for the updates on the ethical approval that our research project on **“Community participation in managing public secondary. A case study of ward-based schools in the Morogoro region, Tanzania”**

**Application for Ethical Review ERN\_14-0410**, Approved in respect of the research ethical terms and conditions applied.

Please be assured that both hard copy and electronic data will be appropriately and securely stored and handled.

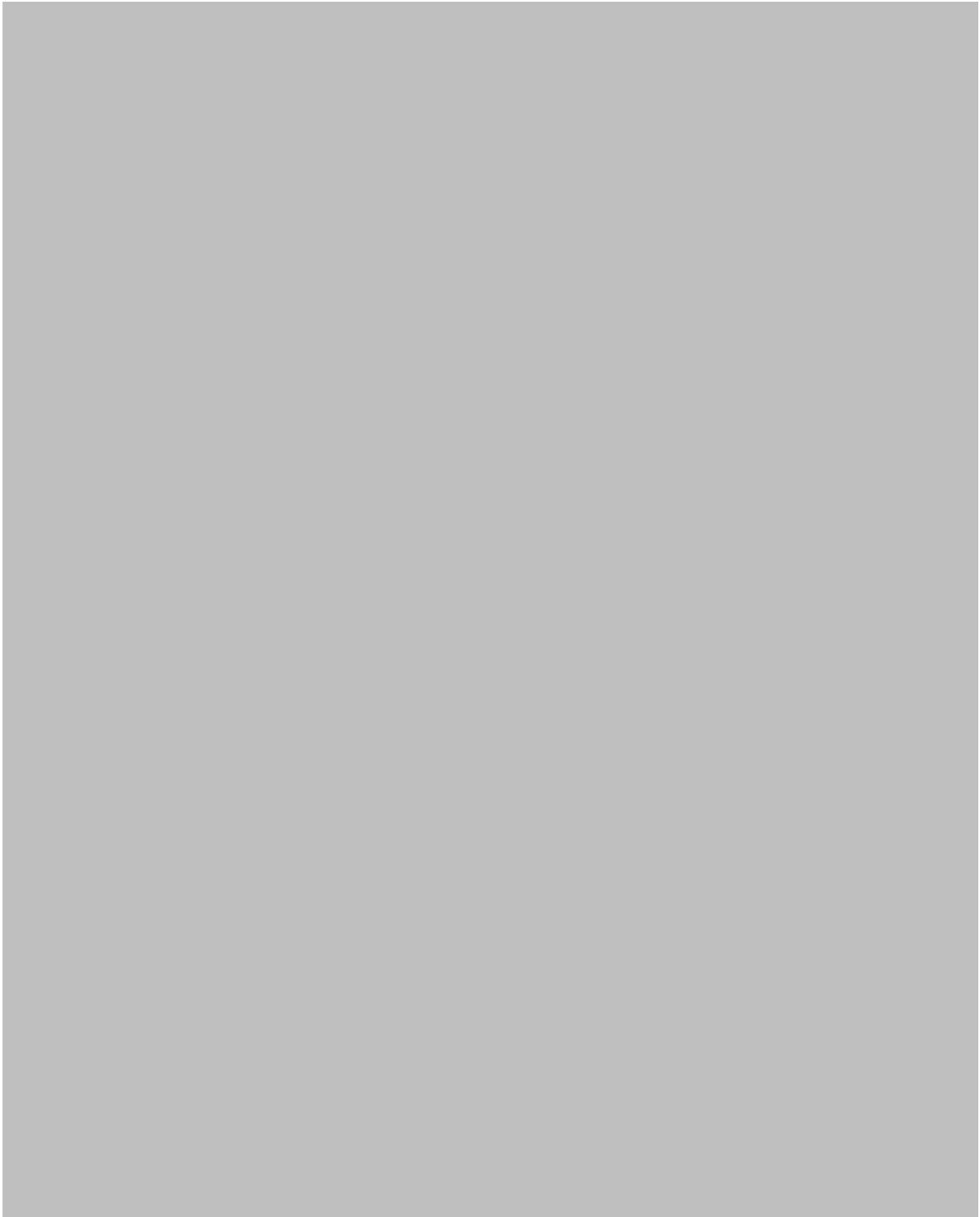
Thank you very much.

Regards,

Hassan Khalfan Hamidu - Reg# [REDACTED] and ERN\_14-041

## **Appendix Eight**

### **Letters of Research Clearance**



**CLEARANCE PERMIT FOR CONDUCTING RESEARCH IN TANZANIA**



**SOKOINE UNIVERSITY OF AGRICULTURE  
OFFICE OF THE VICE-CHANCELLOR  
P.O. Box 3000, MOROGORO, TANZANIA**

Phone: 023-2604523/2603511-4; Fax: 023-2604651

Our Ref. SUA/ADM/R.1/8

Date: 30<sup>th</sup> April 2015

The Regional Administrative Secretary  
P.O. Box 650  
**MOROGORO.**

**Re: UNIVERSITY STAFF, STUDENTS AND RESEARCHERS CLEARANCE**

The Sokoine University of Agriculture was established by Universities Act No.7 of 2005 and SUA Charter of 2007 which became operational on 1<sup>st</sup> January 2007 repealing Act No.6 of 1984. One of the mission objectives of the University is to generate and apply knowledge through research. For this reason the staff, students and researchers undertake research activities from time to time.

To facilitate the research function, the Vice-Chancellor of the Sokoine University of Agriculture (SUA) is empowered under the provisions of SUA Charter to issue research clearance to both, staff, students and researchers of SUA.


The purpose of this letter is to introduce to you **Mr. Hassan Khalfan Hamidu** a SUA staff currently registered student at the University of Birmingham with registration number **PhD Education - FT [REDACTED]**. By this letter **Mr. Hassan** has been granted clearance to conduct research in the country. The title of the research in question is "**Community participation in managing public secondary schools: A case of community schools in the Morogoro region, Tanzania**".

The period for which this permission has been granted is from **May 2015 to October 2015**. The research will be conducted in **Morogoro Region**.

Should some of these areas/institutions/offices be restricted, you are requested to kindly advise the researcher(s) on alternative areas/institutions/offices which could be visited. In case you may require further information on the researcher please contact me.

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

  
Prof. Gerald C. Monela  
**VICE-CHANCELLOR**

Copy to: Student – Mr. Hassan Khalfan Hamidu

VICE CHANCELLOR  
SOKOINE UNIVERSITY OF AGRICULTURE  
P. O. Box 3000  
MOROGORO, TANZANIA

THE UNITED REPUBLIC OF TANZANIA  
PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegraphic Address: "REGCOM"  
Phones: 023 2604237/2604227



Regional Commissioner's Office,  
P.O. Box 650,  
MOROGORO.

Fax No: 260 09 73  
*In Reply please quote:*

Ref. No: AB. 175/245/01/171

05<sup>th</sup> May, 2015

District Administrative Secretaries,  
Ulanga, Kilombero, Kilosa, Gairo, Mvomero and Morogoro.

Re: RESEARCH PERMIT

Please refer to the above mentioned subject.


I am writing to introducing to you **Mr. Hassan Khalfan Hamidu** a staff of Sokoine University of Agriculture and currently, a PhD student at the University of Birmingham in the United Kingdom. Mr Hassan has been granted clearance to conduct research in the country.

The title of his research is "**Community Participation in Managing Public Secondary Schools: A Case of Community Schools in the Morogoro Region, Tanzania**".

The permit granted will be from 5<sup>th</sup> May 2015 to 31<sup>st</sup> October, 2015 and will cover the mentioned above Districts.

Please provide him with all necessary assistance to enable the accomplishment of his research in your district.

Thanking you in advance for your cooperation.

  
Tumaini Wapalila  
For Regional Administrative Secretary

Cop: Vice - Chancellor,  
Sokoine University of Agriculture  
P. O Box 3000,  
Morogoro.

Mr. Hassan Khalfan Hamidu,  
Researcher.



**JAMHURI YA MUUNGANO WA TANZANIA**  
**OFISI YA WAZIRI MKUU**  
**TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

**MKOA WA MOROGORO**  
Simu: 023 2628046/3

Barua pepe: [das@gairo.go.tz](mailto:das@gairo.go.tz)

**Kumb.Na.AB 180/365/01/54**



Ofisi ya Mkuu wa Wilaya,  
S.L.P. 4,  
**GAIRO**

Tarehe 5 Agasti, 2015

Mkurugenzi Mtendaji,  
Halmashauri ya Wilaya,  
S. L. P. 40,  
**GAIRO.**

**YAH: RUHUSA YA UTAFITI.**

Ofisi ya Mkuu wa Wilaya Gairo imepokea barua yenye Kumb. Na AB.175/245/01/171 ya tarehe 5 Mei, 2015 kutoka kwa Katibu Tawala (M) iliyokuwa inamtambulisha Bw. Hassan Khalfan Hamidu kwa ajili ya kufanya utafiti katika eneo la Wilaya yetu. Bw. Hassan Khalfan Hamidu ni mtumishi kutoka Chuo Kikuu cha Kilimo cha Sokoine, ambaye kwa sasa anasoma shahada ya uzamivu katika Chuo kikuu cha Birmingham nchini Uingereza. Anategemea kufanya utafiti wake kuanzia tarehe 5 Mei, 2015 hadi 31 Oktoba, 2015

Lengo la utafiti huo ni kujua namna “**Jamii inavyoshiriki kusimamia shule za Sekondari za Umma: Utafiti utafanyika katika shule za Sekondari za Jamii za Mkoa wa Morogoro, Tanzania.**”

Tafadhali, mpe ushirikiano ili aweze kufanikiwa katika utafiti wake.

Nashukuru kwa ushirikiano wako.



Victor J. Ndiva  
**Kny; KATIBU TAWALA WA WILAYA**  
**GAIRO**

**Nakala:** Vice – Chancellor  
Sokoine University of Agriculture  
P. Box 3000,  
**Morogoro.**

“ Mr. Hassan Khalfan Hamidu,  
**Mtafiti.**

**JAMHURI YA MUUNGANO WA TANZANIA**  
**OFISI YA WAZIRI MKUU**  
**TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

**MKOA WA MOROGORO**  
Simu: 023 2628046/3

Barua pepe: [das@gairo.go.tz](mailto:das@gairo.go.tz)

**Kumb.Na.AB 180/365/01/54**



Ofisi ya Mkuu wa Wilaya,  
S.L.P. 4,  
**GAIRO**

Tarehe 5 Agasti, 2015

Afisa Tarafa  
**Gairo,**

Afisa Tarafa  
**Nongwe.**

**YAH: RUHUSA YA UTAFITI.**

Ofisi ya Mkuu wa Wilaya Gairo imepokea barua yenye Kumb. Na AB.175/245/01/171 ya tarehe 5 Mei, 2015 kutoka kwa Katibu Tawala (M) iliyokuwa inamtambulisha Bw. Hassan Khalfan Hamidu kwa ajili ya kufanya utafiti katika eneo la Wilaya yetu. Bw. Hassan Khalfan Hamidu ni mtumishi kutoka Chuo Kikuu cha Kilimo cha Sokoine, ambaye kwa sasa anasoma shahada ya uzamivu katika Chuo kikuu cha Birmingham nchini Uingereza. Anategemea kufanya utafiti wake kuanzia tarehe 5 Mei, 2015 hadi 31 Oktoba, 2015

Lengo la utafiti huo ni kujua namna **“Jamii inavyoshiriki kusimamia shule za Sekondari za Umma: Utafiti utakuwa katika shule za Sekondari za Jamii za Mkoa wa Morogoro, Tanzania.”**

Tafadhali, mpe ushirikiano ili aweze kufanikiwa katika utafiti wake.

Nashukuru kwa ushirikiano wako.



Victor J. Ndiva  
Kny; KATIBU TAWALA WA WILAYA  
**GAIRO**

**Nakala:** Vice – Chancellor  
Sokoine University of Agriculture  
P. Box 3000,  
**Morogoro.**

“ Mr. Hassan Khalfan Hamidu,  
**Mtafiti.**

**UNITED REPUBLIC OF TANZANIA  
THE PRIME MINISTER'S OFFICE  
(REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT)**

Tekex: MKUU  
Tel: 2520308  
In reply please use:



District Commissioner's Office,  
P.O.Box. I,  
**Mahenge/Ulanga**

Ref. No. MA.114/354/01/152

29/07/2015

The District Executive Director,  
P.O. Box 22,  
**MAHENGE.**

Division Secretary Officer's,  
**Vigoi, Mwaya, Mtimbira,**  
**Ruaha, Lupiro, Malinyi and Ngoheranga.**

**RE; RESEARCH PERMIT**

I have the honour to introduce to you Mr Hassan Khalfan Hamidu a Staff of Sokoine University of Agriculture and Currently a PHD student at the University of Birmingham in the United Kingdom. Mr Hassan has been granted clearance to conduct research in the country.

The title of his research is "Community Participation in Managing Public Secondary Schools; A case of Community Schools in the Morogoro Region, Tanzania."

The permit start from 5<sup>th</sup> May 2015 to 31<sup>st</sup> October 2015.

Please provide him with all necessary assistance to enable the accomplishment of his research.

Thank you for your cooperation.

  
**Msyani A.A**  
**for, DISTRICT ADMINISTRATIVE OFFICER,**  
**ULANGA.**

C.C: Vice – Chancellor,  
Sokoine University of Agriculture,  
P.O. Box 3000,  
**MOROGORO.**

“ Mr Hassan Khalfan Hamidu,  
**Researcher.**

“ DSO,  
**Ulanga.**

**THE UNITED REPUBLIC OF TANZANIA  
PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

Telephone No. 023-2931511/2931525  
Fax No. 2931511



District Commissioner's Office,  
Kilombero District,  
P.O. Box 34,  
**IFAKARA.**

Ref. No. AB.23/367/01A/67

23<sup>rd</sup> July, 2015.

Division Officer  
Ifakara, Mngeta, Mlimba, Kidatu and Mang'ula  
**KILOMBERO DISTRICT**

**RE: RESEARCH PERMIT**

May you refer to the head mentioned above.

I have the honor to introduce to you **Mr. Hassan Khalfan Hamidu** a staff member of Sokoine University of Agriculture and currently, a PhD student at the University of Birmingham in the United Kingdom. Mr. Hassan has been granted clearance to conduct research in our District.

The title of his research is "Community Participation in Managing Public Secondary Schools": A Case of Community Schools in the Morogoro Region, Tanzania.

The permit is granted from 5<sup>th</sup> May, 2015 to 31<sup>st</sup> October, 2016. The interviewed people will be : Ward Executive Officer, School board Chairperson, Heads of Community secondary schools, students parents and District education Officer Secondary Education (DEO).

Kindly provide him with all necessary assistance enable the accomplishment of his research.

A. Sanga

**For: DISTRICT ADMINISTRATIVE SECRETARY  
KILOMBERO**

Copy to: District Commissioner  
**IFAKARA/KILOMBERO**  
: Vice – Chancellor,  
Sokoine University of Agriculture  
P.O. BOX 3000, **MOROGORO**  
: Researcher **Mr. Hassan Khalfan Hamidu**

**THE UNITED REPUBLIC OF TANZANIA  
PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**SIMU. Na. 2623005  
Fax Na: 2623646**



District commissioners office,  
S.L.P. 8,  
**KILOSA.**

Ref .No. AB.365/455/01A/94

10<sup>th</sup> July, 2015

**DISTRICT EXECUTIVE DIRECTOR  
KILOSA**

**Re: RESEACH PARMIT**

Please refer to the above mentioned subject.

I am writing to introduce you Mr. Hassan Khalifan Hamidu, a stuff of Sokoine University of Agriculture and currently, a PhD student at the University of Birmingham in the United Kingdom. Mr. Hassan has been granted clearance to conduct research in the country.

The title of his research is **"Community Participation in Managing Public Secondary Schools: A Case of Community Schools in the Morogoro Region, Tanzania "**.

The permit granted will be from 5<sup>th</sup> May 2015 to 31<sup>st</sup> October, 2015.

Please provide him with all necessary assistance to enable the accomplishment of this survey successfully in our district.

  
*Sara D. Balula,*

**For: DISTRICT ADMINISTRATIVE SECRETARY  
KILOSA**

Copy: Researcher



**JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA WAZIRI MKUU  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**



Telegram: **"MKUU WA WILAYA"**  
Tel: **2601670**  
Fax: **023 2601670**

Ofisi ya Mkuu wa Wilaya  
Wilaya ya Mvomero  
S.L.P. 59  
**MOROGORO**

**KUMB. NA.AB.19/293/01/353:**

**12/06/2015**

**MKURUGENZI MTENDAJI  
HALMASHAURI YA WILAYA  
MVOMERO**

**YAH: KIBALI CHA UTAFITI**

Tafadhali rejea somo tajwa hapo juu.

2. Nachukua fursa hii kumtambulisha kwako **Ndugu Hassan Khalfan Hamidu** Mfanyakazi wa Chuo Kikuu cha Sokoine cha Kilimo ambaye anafanya utafiti katika Wilaya yetu.
3. Utafiti wake unahusu **"Community Participation in Managing Public Secondary Schools: A Case of Community Schools in the Morogoro Region"**.
4. Ili kufanikisha utafiti huo kibali kimetolewa kwake kuanzia tarehe **12 Juni, 2015** hadi tarehe **31 Oktoba, 2015**.
5. Naomba apewe ushirikiano unaostahili ili kukamilisha utafiti wake.

  
FRAZIER J. MANG'ULA  
( Kny: **KATIBU TAWALA WILAYA**  
**MVOMERO**

**Nakala:**

1. MAKAMU MKUU WA CHUO  
CHUO KIKUU CHA SOKOINE CHA KILIMO  
S.L.P. 3000  
**MOROGORO.**
2. NDUGU HASSAN KHALFAN HAMIDU  
**MTAFITI**

*N.Y. KATIBU TAWALA WILAYA  
MVOMERO*

**JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA WAZIRI MKUU  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Anuani ya Simu: MKUU WA WILAYA  
SIMU NAMBARI: 2614096  
FAX NAMBARI: 2613848



OFISI YA MKUU WA WILAYA,  
WILAYA YA MOROGORO,  
S.L.P 681,  
MOROGORO.

Unapojibu Tafadhali taja:

Kumb. Na. AB.210/249/01/C.97

Tarehe : 19 Mei 2015

Mkurugenzi,  
Halmashauri ya Manispaa,  
S.L.P 166,  
MOROGORO

Mkurugenzi Mtendaji,  
Halmashauri ya Wilaya,  
S.L.P 1880,  
MOROGORO

**YAH: KIBALI CHA KUFANYA UTAFITI NDUGU HASSAN KHALFAN HAMIDU**

Rejea somo tajwa hapo juu.

Mtajwa hapo juu ni mwanafunzi kutoka Chuo Kikuu cha Sokoine kilichopo Mkoani Morogoro na kwa hivi sasa anafanya utafiti katika Wilaya yetu.

Kibali kinatolewa kwa mtjawa hapo juu ili aweze kufanaya utafiti juu ya "*Community Participation in Managing Public Secondary School*".

Eneo la utafiti ni katika Shule za Sekondari za Halmashauri zote mbili.

Kibali hiki ni cha muda wa miezi sita (6) kuanzia tarehe 20/05/2015 hadi 16/10/2015.

Tafadhali tunaomba apewe ushirikiano.

E.T.Nzunda

Kny: KATIBU TAWALA WILAYA  
MOROGORO

Nakala: Makamu Mkuu wa Chuo  
Sokoine University of Agriculture  
S.L.P 3000,  
MOROGORO

Mr. Hassan Khalfan Hamidu  
Mtafiti

## Appendix Nine

**Table 5.3.1 Shortage of resources in schools**

Resource	Additional Quotes
Infrastructure (Classrooms vs increased enrollments)	<p>“When I go there, I normally see our children are overcrowded in their classrooms..... roughly more than one hundred students being taught in small classrooms. Teachers often acknowledge that some students have nowhere to sit and write. However, anyhow possible, they are managing to teach them” (A community member, FG I4).</p> <p>“Sometimes, the holding capacity of our schools here is overwhelmed by the increased number of enrolled students because resources are too limited to support all students at a time” (DSEO - an overseer of school 1 and 2).</p>
Teachers of science subjects including mathematics	<p>“This issue of science teachers, does it mean will be an endless problem everywhere in this country for life? Our children are not taught mathematics and physics since no one to teach them because the only one available fails to attend form one and three classrooms accordingly since he is busy with form four and two as examination classes. I have noticed the same problem in many schools of this type” (A community member, FGI 6).</p> <p>“If I could have enough money, I could send my child in private schools than leaving him where there is only one teacher of mathematics and physics who teaches once in a month at least to cover all classrooms. It pains us much” (A community member, FGI 5).</p>
Funds	<p>“We thought by end of 2013 we could have completed our extra buildings to maintain government set standard of one classroom forty-five students ratio, but ...money is a problem and we have not completed the construction until now 2015” (Chairperson of SGB 12).</p> <p>“If that school could have enough funds to complete the construction of classrooms, our children could not be overcrowded like that, go...will see the very old and dormant foundations with half walls built since February 2013” (A community member, FGI 3).</p>



	<p>The district secondary education officer (DSEO) as an overseer of school 11 and 12 says: “We are running the schools in a very challenging financial situation. Sometimes, I become frustrated when each Head of school calls for money and the office doesn’t have”. The DSEO - an overseer of school 5 and 6 elucidates the same: “I have been confronted by my Heads of the schools as they are facing a difficult time to manage schools without enough money to solve the needs.” She argues further that this situation conflicts with government expectation that “Heads of the school utilise collected school fees amounting 20,000 TZS (£8) per student from the parents in managing other various school demands whilst fund from the government often used to purchase textbooks.”</p> <p>“When many parents say that they can’t pay school fees, am getting shocked on how I will manage this school. I think all parties need to do something before we knock the wall” (Head of school 7).</p> <p>“If survival of these schools continues largely depending on students’ fees, we are in trouble, and it cannot prosper since many parents don’t pay the school fees and other contributions as agreed in our school meetings” (Head of school 2).</p> <p>“Our government often delays the capitation funds but also pays too little to enable us to purchase all the textbooks in demand and other teaching-learning materials as instructed. Indeed, I have been receiving only one-third of the actual amount that the school is supposed to get in each year” (Head of school 8).</p>
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**Table 5.3.2 Missing resources in schools**

Resource	Additional Quotes
Students’ hostels, Teachers’ houses, Administration blocks,	<p>“Our school doesn't have a library, office for teachers, administration block, school fence, hall houses of teachers or at least to accommodate the Head of the school...we don't have even hostels for our students” (A community member, FGI 9).</p> <p>“Our school has only one house of the Head of school and lacks students' hostel, library, security fence, houses of teachers, and staff room. They temporarily use a partitioned classroom, and there is no difference between the Head’s office and store. We don’t have laboratories though we have started building them. However, many schools of this type have the same problems as we share the same experience in our regional meetings” (Chairperson of SGB 6).</p> <p>“Our school has no water service. Imagine how teachers and students live there during school hours, how do they clean classrooms and toilets.</p>

	<p>Our children everyday carry water from home up to the mountain to school” (A community member, FGI 5).</p> <p>“As the schools have no hostel, students used to walk between 7 to 18 Kilometers to and from school, that’s where students get the opportunity to misbehave on the way. Most of the young female students are exposed to risk because they tend to depend on private cars’ lifts. This is very tedious and very cumbersome. This has contributed to increasing the events of truancy and students’ pregnancy cases” (DSEO - an overseer of school 9 and 10).</p>
Computers, ICT teachers and computer room or lab	<p>“Using some teachers with at least the basic idea of computers, we often teach ICT theoretically because we do not have even a single computer and its room but also its specialists. We have failed even to buy one computer for this school” (Head of school 11).</p> <p>“Sometimes am getting shocked when I visit our school. We have only one computer for a school with one thousand forty-two students” (WEO 1).</p>
Teachers for physical education and sports.  Playgrounds for students and teachers	<p>Head of school 11 describes: “For the periods that students need to participate in sports and games, our students and sports teachers remain stuck having now where to go for sports and games since we don’t have playgrounds for our students and teachers specialised in physical education and sports.”</p>

**Table 5.4 Students’ indiscipline in schools**

Resource	Additional Quotes
Truancy	<p>“Some students used to come to school, but they don’t attend classrooms’ sessions. They were hiding in the bush area around the school compound. Even, now we still have some students continuing with such behaviour” (Head of school 2).</p> <p>“Some students instead of coming to school, used to hide in some house corridors located nearby the school. Some have become opportunist thieves of peoples’ properties in the streets. I have seen them with my own eyes” (Chairperson of SGB 9).</p> <p>“Those truant students in some days when they decide to go into the classrooms during class hours often develop serious quarrels with their teachers to an extent, they fight each other. Whilst are in their hide, many times when am going to my farm, I see them smoke marijuana, some drink alcohol and others sleeping down in grasses” (A community member, FGI 4).</p>

Talking alcohol	There some drinking alcohol and come to school with a hangover. So, imagine, how possible a student in that way can concentrate on studies?" " (A community member, FGI 8).
Pregnancy and early Marriage cases	<p>"Pregnancy cases to our girl students is aaah a problem which seriously affects us here. It happens a form one girl who joined the school in January this year, after seven months surprisingly you hear that is pregnant or cannot attend school because of health complications resulted by inappropriate abortion. For instance, eight girl students dropped out of school due to pregnancy case in 2013, and ten in 2014. Likewise, four dropped out until June 2015. This is an alarming situation; it demands serious attention" (Chairperson of SGB 9).</p> <p>"Many of our young girls end up getting pregnant and drop from school since they are free to live anyhow, they feel after school hours. Last year, Headmaster reported that we had nine pregnant girls in 2012 and thirteen in 2015 who dropped out their studies dropped out due to pregnancy cases complication" (A community member, FGI 4).</p>
Lack of effective parental care for students	<p>"Some parents are aware of their children misbehaviour such as students coming back home before the end of classroom hours whilst others saw roaming around at their homes, but parents don't care. Instead, they continue with their other household socio-economic activities as if nothing goes wrong that needs their attention" (A community member, FGI 12).</p> <p>"It could be an easier task for teachers to change misbehaving students into having desirable behaviour we all wish. However, how can it be possible when we find no effective parental support despite are often reminded. Some parents in our meetings tend to say: 'why should we waste time to care who misbehave deliberately, leave them since they know what they are doing' (Chairperson of SGB 5).</p> <p>"Majority of boy and girl students hire private rooms and live alone without parental care in our village centre. They are free to do what they like. Some live as wife and husband whilst others are deceived by drivers who pass here with transit vehicles. So, nobody makes a follow-up of these girls mainly in evening times to find out whether they are at home or not, or they sleep in their hired rooms or not" (A community member, FGI 8).</p>

**Table 5.5 Poor students' academic performance**

Case	Additional Quotes
Failing exams	<p>"Since my two children both got zero division in their final exams, have remained idle and I don't know the future of my children." (Community member, FGI 11).</p> <p>"Of course, many students have been failing their final national exams and have nowhere to go as they don't have any alternative skills." (Head of school 9).</p>

**Table 5.6 Types of community participation**

Type	Additional Quotes
Community participation by consultation	<p>“I have volunteered several times to help them to solve any electrical problem whenever the Head of school <b>consults</b> (emphasis HHK) me” (A community member, FGI 2).</p> <p>“These schools often receive very limited government resources. But when they <b>consult</b> (emphasis HHK) us, at least we join them to maximize it though still little, we give them a relief somehow” (A community member, FGI 11).</p>
Interactive’ community participation	<p>“We communicate our views and needs to each other frequently through my visits to the school, sitting together with teachers in their officers, and school meetings. In case of anything needing immediate attention of either teachers or parents, we <b>interact</b> (emphasis HHK) through using my children” (A community member, FGI 9).</p> <p>“Since October 2013 to date, I don’t have any <b>interaction</b> with teachers at that school. But for four years before 2013 as my child was studying there, we used to call each other, meet at school, and share ideas and opinions on many issues relating to students’ attendance, performance, school resources” (A community member, FGI 12).</p> <p>“I sometimes volunteer attending school meetings despite I don’t have my child there, aaaah... sometimes I get the opportunity to voice my views alongside parents' views. I see sometimes the school authority applies my opinions toward improving the school” (A community member, FGI 1).</p> <p>“Openly, I don’t have a child in that school, but when I am not busy, sometimes I accompany my friend. We go together and teachers have never disappointed me in their replies to me” (A community member, FGI 6).</p>
‘Passive’ community participation	<p>“As a response to their invitation, when I attend there, despite we disclose to the community what we expect from them, we also listen from them so that with their initiatives it becomes easier to implement our school development projects” (DSEO - an overseer of school 9 and 10).</p>

	<p>“Recently, our leaders called us and informed about how floods have affected the school. Thereafter, only instructed that everybody must contribute 3,500 TZS (£1.40) for the rehabilitation of the school classrooms. We did it as per their wish nevertheless we could find a permanent solution if they could at least share our thoughts” (A community member, FGI 9).</p> <p>“Even in our school meetings the chairperson of the school board and the Head of school often take more time complaining about those who have not paid school fees and other agreed contributions, giving warnings and fixing further deadlines. Most often we listen to them and implement what they want us to do” (A community member, FGI 2).</p> <p>“I believe our leaders take it more politically, but as we have people of different professional disciplines when they make us decide together with them and act together instead of only doing what they want us to do, we can improve the school very fast” (A community member, FGI 12).</p>
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**Table 5.7 Community Attendance**

No.	Attendance	Additional Quotes
1	<b>Continued community attendance in developing further the schools</b>	<p>“When we started building this school, we participated in physical activities such as digging foundations, fetching water, collecting stones, sand, gravels, bricks and those with masonry skills were building walls. We are doing the same today when we are building extra classrooms, toilets and all others aimed to develop the school. As some among us have their children studying there, they provide necessary needs for the social and academic development of their children” (A community member, FGI 8).</p> <p>“The school is ours and therefore when I get information about what the school needs from us, immediately I volunteer to offer all that I can do to support the development of the school or other public projects. I don’t wait until we are forced by our leaders since I believe to have my child studying there in future” (A community member, FGI 3).</p> <p>“Sometimes, there are very few especially those serious parents and guardians of students particularly those who live here.... where this school is if there is any problem, they normally call me, inform me about what they have observed as a problem and they ask me “...<i>call us</i>...” Therefore, I don’t have much problem with the participation of parents and guardians and other very few non-parents of our students here as at least they actively participate in managing this school. Possibly this is because most</p>

		of the parents living in this village are well educated as some are lecturers, teachers, and retirees. Therefore, they know the importance of education to their children” (Head of school 3).
2	<b>Attendance in the school board meeting</b>	“At least one Head of any institution or industry on behalf of any other organisations which this school attend board meetings and school meetings with parents are nearby. This includes chairperson of the board who sits on behalf of the community in this ward” (A community member, FGI 11).
3	<b>Low community attendance</b>	<p>“I have a problem with the majority of local people in remote villages within this ward. Their participation is extremely low (emphasis HHK) that I can even rate it 10-20% since seldom they provide us with cooperation. This gives us a very hard time to deal with students’ indiscipline cases outside the school campus, behind my office. Two built foundations for the extra classrooms have remained dormant for three years now” (Head of school 3).</p> <p>“It happens sometimes, only three or five and at a maximum of 10 community members attend the meeting at our local living areas. Majority of us do not attend local community meetings. When we hear the main agenda about the community to give something to solve some problems facing the school, aaah you don’t get a big number of us since we give much, but nothing successfully done at that school” (A community member, FGI 7).</p> <p>“The problem we have, many community members about 80% do not cooperate fully in managing that school. Currently, about 65% of us are very slow to contribute and some have their children there but are not cooperative to teachers in terms of providing their contributions, paying school fee, and visiting schools to share with teachers about the academic progress of the students” (A community member, FGI 5).</p> <p>“I remember early this year we agreed to provide students food especially examination classes Form II and IV. Our ward education coordinator reported that until today only 69 out of 249 parents of students have contributed whilst students are left with only one month to do the exams despite all parents decided and agreed that each one could provide 5kg of rice and 3kgs of beans and 1,550 TZS (£0.62). Of course, I can admit that we are not cooperative enough in implementing what often we agree with teachers” (A community member, FGI 12).</p> <p>“Community attendance in supporting school development projects in terms of physical materials, fund and labour are extremely low. For example, it has been very difficult to collect contributions from the community including parents of students for the laboratory construction. Until now we have collected contributions from the only 198 out of 6,302 community members of this ward” (WEO 1).</p> <p>And in making a follow-up of students’ academic progress and discipline:</p>

		<p>“You find a child stays four years at school, but a parent doesn’t turn up to in all that time to make a follow-up of the child, in turn, a parent of that type complains when a child fails the exams. Recently, the Head of the school at the school meeting reported to us that only 117 out of 468 parents do make a follow-up of their children academic progress, performance, and discipline wise for the year 2014/2015” (A community member, FGI 11).</p> <p>In terms of community members attending local meetings related to managing the schools.</p> <p>Two describes more sadly, that situation is worse at their schools:</p> <p>“Whilst six other community members attended, 218 out of 367 parents of students didn’t attend our school meetings in 2014. Besides, 49 parents had never attended any school meetings since their children started to form I until they completed form IV in 2014. Equally, in 2015, only four other community members attended but 301 out of 529 parents did not attend the meetings. Despite informed and reminded all more than thrice; we have never received any official apology for their failure to attend” (Head of school 7).</p> <p>“I think there is a problem somewhere since we don’t get any official apology at least to show us their intention to give us cooperation. However, it disheartens us to see only 137 out 1,042 parents and perhaps three or four other community members volunteer attending our school meetings” (Chairperson of SGB 1).</p> <p>Some have never attended meetings related to managing the schools.</p> <p>“I never attended any meeting either at school or here since 2012 but in case they force me much and I don’t want them to jail me, I give them just token money. Recently I gave them just 2,500 TZS (£1) instead of 10,000 TZS (£4) as they say for the development of that school” (A community member, FGI 10).</p> <p>“I know the development of that school depends on us, but ah! I have not contributed anything for a long period now” (A community member, FGI 1).</p> <p>“I can’t say that I fully participate because seldom I do, and it happens even in the whole year not only no meeting I have attended but also I haven’t done anything’ to join the effort of solving problems of that school” (A community member, FGI 7).</p> <p>“I have not played any part for a long time, but I was active before 2005. Since then, aaah I don’t know what is going on there though I hear our leaders sometimes force things. Indeed, many don’t participate despite the threats from the deployed auxiliary police officers” (A community member, FGI 2).</p>
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**Table 5.9 Attendance of the SGB members**

	Response	Additional Quotes
	<b>Low attendance</b>	<p>“Even the school board is not cooperative. Often, I fear to call them if I don’t have money to pay their sitting allowance. Sometimes I face very serious problems without a board meeting to resolve it, I can’t run the school. Unfortunately, the school is bankrupt. If I call and ask them to be patient that I will pay them after some days, aaah many don’t attend the meeting. Example <b>in three previous board meetings I ended</b></p> <p><b>Receiving only 4 out of 12 school board members</b> (emphasis HHK). Even the chairperson is full of apologies. But if I tell him, I have money to pay their allowances immediately after the meeting, he and all his people attend on time. If I keep quiet even for more than six months, no one asks me or initiate the need to sit” (Head of school 5).</p> <p>“We have some members who’re their attendance in the board meetings is irregular and I cannot force them because I have been reminding them much until am tired now. So, if they come it’s okay if they don’t, it’s okay. Unexpectedly, <b>I postponed our previous two meetings in 2014 because we’re only 3 out of 11 members attended</b> (emphasis HHK). In this year, only six attended our first meeting in February, but in October since the Head said would pay our allowance in two weeks after the meeting, only two attended, I postponed again. I don’t know what type of commitment in this” (Chairperson of SGB 7).</p>



**Table 5.11 Barriers to effective community participation**

	Type or nature of a barrier	Additional Quotes
	Dispositional barrier	<p><i>Negative perception</i></p> <p>“Aaah not now... why should I bother myself to participate whilst I don’t have my child studying there? But those who have their children there are more accountable and is just a personal interest for anyone else as a member of the community to volunteer” (A community member, FGI 1).</p> <p>“As a community member..., I don’t think is our responsibility do manage academic matters or financial matters even the discipline of students at that school. I see it the role of teachers and parents or guardians of students. But for us maybe just to develop buildings which we either didn’t complete when we were establishing the schools or share resources in building the new ones as per the school demand. However, parents should take a big share than us as we don’t have our children there” (A community member, FGI 11).</p> <p>“I have nobody to manage his or her discipline because I don’t have my child studying at that school at this moment” (A community member, FGI 9).</p> <p>“Aaah, I don’t know because I don’t have my child at that school so how can I participate in this concern. It’s difficult to me” (A community member, FGI 5).</p>
		<p><i>Lack of effective school inspection</i></p> <p>“From my several times, school visits and evening checks of exercise books of my child until the first term of six months ended, I was shocked to see two teachers taught only one topic in their subjects whilst one just half of a topic...no.... these schools are not inspected” (A community member, FGI 6).</p> <p><i>Irresponsibility:</i></p> <p>“Many attend at school late between 9 to 11 am instead of at 7 am. Some in a group of more than ten end up playing at a bushy area near my house. I have reported to teachers many times, but no one cares, and I alone can’t manage them, yet they have maintained such behaviour for along now” (A community member, FGI 10).</p>

		<p><b><i>Disappointment:</i></b></p> <p>“Teachers are patient with us, should deal with parents who are responsible to pay fees and other contributions. Sometimes I don’t understand, they dismiss our children without informing us whilst others continue learning in the classrooms, still, they want us to participate in managing the school, this is crazy, I can’t” (A community member, FGI 8).</p> <p>“When a student arrives at home, it has not seen the parent is not allowed to come back to school without a parent or contributions, so lost both learning sessions and fees. They discourage us. When we volunteered to give a lot of our resources in developing this school, didn’t expect all these” (A community member, FGI 11).</p> <p>“Commonly, they don’t respond courteously when we visit them at school to share ideas and experience. I remember one teacher told me that I quote him, “We can’t find your child as we don’t know what he may have at hands such as razorblade or sharp screwdriver that he can use to harm us... So, look for any community police available to search your child yourself... We don’t bother ourselves about your child...We came here to teach not to hunt students.... go madam...don’t disturb us.” I wonder who will continue giving them cooperation in managing that school if teachers mistreat us in this way” (A community member, FGI 3).</p> <p>“Sometimes I ask myself why we are subjected to manage everything. The government should be more responsible now in fulfilling what we agreed at the beginning that we build the schools, and then the government takes over. Most of us run away unless forced as this is not our task” (A community member, FGI 9)</p>
	<b>Situational barrier</b>	<p><b><i>Low household socio-economic income:</i></b></p> <p>“Often, we fail or delay contributing in terms of money and food for students’ lunch at the school due to very poor crop harvests which also affects petty traders who depend on us” (A community member, FGI 1).</p> <p>“My shop is a sole source of my income, but peasants are my most customers, once they face poor harvest, aah very few buy things here, hence I fail to give all that the school wants from me” (A community member, FGI 4).</p>

		<p>“Of importance to them, at least a child to get basic education, just to know how to read and write. That’s why they accept their children to get primary education. But thereafter aaah, though we force them to send their children at that school, yet many use their children as a source of benefits at their homes” (WEO 5).</p>
	<b>Institutional barrier</b>	<p><b><i>Lack of direct communication access between school and the community</i></b></p> <p>“I can feel a sense of owning the school if I could be receiving invitation direct from teachers to attend school meetings no matter, I don’t have a child there” (A community member, FGI 2).</p> <p>“We don’t have unity here since the system has divided us, it makes an obligation to some of us as they have children there but an option to the rest majority” (A community member, FGI 5).</p> <p><b><i>Unrealistic (ambiguous) community representation</i></b></p> <p>“I am sure no one knows who represent us in the school board, yet we never had a meeting digesting issues either subject to be discussed further in the board or from the board” (A community member, FGI 4).</p> <p>“This is a bit complicated, how someone can represent me without my consent as I have never voted anyone for us in that case” (A community member, FGI 12).</p> <p><b><i>Traditional top-down control overrides power devolution to the grassroots community</i></b></p> <p>“Among us, surely some have a lot of alternative initiatives that can help us to easily solve school problems but an opportunity to voice them as a scarce resource” (A community member, FGI 3).</p> <p>“Forthrightly, I consider this a very tyrannical style as it completely limits our voice to reach the tops but only lift theirs. That’s why many among us ignore them also” (A community member, FGI 9).</p> <p><b><i>Inconsistent messages from different government departments:</i></b></p> <p>“Only for his political reasons, our ward councillor, he</p>

		<p>normally advises us not to contribute anything in that school as it's a government role, but WEO instructs us that our participation is legislated as stipulated in the education policy. Therefore, anyone who fails to participate faces a hand of law" (A community member, FGI 2).</p> <p>"Our district commissioner (DC) orders that no one to ask the community or parents to contribute money for either building or improving these schools. Yet he doesn't give local education authorities (LEAs) alternatives to improve the schools. But WEO tells us that the school is ours, no one will come from outside to manage it. So, we must share the little we have, to develop further our school, which makes sense to me" (A community member, FGI 12).</p> <p><b><i>Interference from local politics:</i></b></p> <p>"I like the challenge she often gives us that we have a very poor income to serve things which can be handled by the government. When we do it, she has opened our eyes that collected tax is squandered by those few in power" (A community member, FGI 8).</p> <p><b><i>Lack of trust</i></b></p> <p>"I normally believe the aim to satisfy themselves because we give a lot, but we hear too little for us to take it. This habit discourages me much" (A community member, FGI 9).</p> <p>"We have the uncompleted house of teachers, three years now since we started building it. They often collect our resources such as 10,000 TZS as £4, building materials and labour. Yet we don't see any good progress when we visit the school. That uncompleted house for teachers has taken a fourth year now" (A community member, FGI 8).</p> <p>"Recently, our security man despite he's volunteering, we agreed to give him just a token as motivation. Leaders, therefore, have been collecting from us 3,500 TZS (£1.40) from each household two times (January and July) yearly for paying the school security man, yet the man reports that he has never been paid a single coin. We pay monthly 2500 TZS (£1) for water supply at school such as 2500 TZS (as £1) until September. Surprisingly, water authority cut off the water at school due to a long unpaid bill" (A community member, FGI, 10).</p>
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		<p>From the same viewpoint, another one in FGI 3 voices her experience that “after our WEO discovered that has nothing to tell us about all our contributions that they collected for two years now but the aimed projects such as classrooms and laboratories have remained dormant, he doesn’t call meetings for one year and a half now.”</p> <p>Similar cases are described by some participants in focus groups at case study school 3 and 4 when some community interest organisations have stopped volunteering to assist school due to some elements of corruption. “Last year the investor donated 50,000,000 TZS (£20,000). Without informing us, our ward councillor (WC) received that fund for the classrooms extensions and students’ hostels. Surprisingly, Head of the school confirmed in our school meetings that he received only 25,000 TZS (£10,000) and from there, WC dodges to attend community meetings” says a community member, FGI 4.</p>
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**Table 5.12 Additional quotes on ways of community participation in managing the schools**

	<b>Ways</b>	<b>Additional Quotes</b>
1	<b>Action teams for partnership</b>	<p><i>Community - school construction committee (CSCCs)</i></p> <p>“Not that someone comes from outside the WDC, but from the same reps who stand there for the voice of their local people who voted them earlier” (Chairperson of SGB 11).</p>
2	<b>Community shared responsibility for resourcing public schools</b>	<p><i>Funding the schools</i></p> <p>“We contribute an extra of 3,500 TZS (£1.40) for paying teachers who volunteer to teach remedial classes during extra hours outside school time, and during holidays” (A community member, FGI 7).</p> <p>“Though I think many among us have not completed it, from each household, we must contribute 10,000 TZS (£4) for the construction of three laboratory rooms and after its completion, we are told to give 20,000 TZS (£8) for equipping them” (A community member, FGI 5).</p>

		<p>“For three years now, I have been contributing 5,000 TZS (£2) for the renovation of one among the classrooms” (a community member in FGI 8).</p> <p>“Although we got financial support from the World Bank through our government, they added with our 10,000 TZS (4) from each household to build two houses of teachers. Also, recently we contributed 7,000 TZS (£2.80) for the refurbishing administration block, school kitchen and one classroom that were affected by strong winds and heavy rain” (A community member, FGI 4).</p> <p>“Though we are not well informed, several times financial institutions when consulted used to volunteer to donate some funds and materials. Example last year the school got five million TZS (£2,000) from NMB Bank) supporting finishing of some classrooms” (A community member, FGI 5).</p> <p><b><i>Providing physical resources:</i></b></p> <p>“Early this year, a leader of the gravels making company in the ward locality donated 50 cement bags and 50 corrugated iron sheets in this school. Besides, in 2014, World vision as an NGO provided us 60 cement bags” (Head of school 4).</p> <p>“This year, principal of the Institute of Agriculture donated 10 corrugated iron sheets, 10 cement bags and 5 timbers that we have used in improving one classroom which was left dormant unfinished for two years now” (Head of school 9).</p>
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**Table 5.13 Additional quotes on peoples’ perspectives on the value of community participation in managing the schools**

	Response	Additional Quotes
	<b>Social cohesion</b>	<p>“Ensured openness and transparency to the whole community through clear and shared timelines, feedback and decision making, plans and evaluation” (A community member, FGI 12).</p> <p>“This approach makes everyone feels potential to the other from the earliest stage of thinking for it, working for it, implementing evaluating and altogether enjoying the results and outcome” (A community member, FGI 8).</p> <p>“Eliminates a sense of a divided community by engaging the whole community instead of the commonly emphasised a traditional parental engagement only” (A community member in FGI 9).</p>

	<p><b>Add resources that improve the school functioning</b></p>	<p>“The government can’t stand alone to manage these schools, not that isn’t healthy, we can’t reach far. But using resources from our local people living in the vicinity of the schools, we can easily achieve the goal of establishing these schools at high quality” (DSEO-an overseer of school 9 and 10).</p> <p>“Although they don’t involve us in decision making, no way they can succeed without using our resources to develop that school. don’t play with us” (A community member, FGI 1).</p> <p>“We are the one who makes that school function since we pay school fees and other fund related contributions for our children but also all part-time teachers are paid using our money” (A community member, FGI 9).</p> <p>“Anyhow, we need their cooperation as they guarantee the defence and security of this school. But also, teachers all live with the society surrounding the school, they receive local community defence and security services against any opportunist thieves detrimental to the well-being of teachers and their families as I have never heard any complaint” (Head of school 1).</p>
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**Table 5.14 Additional quotes on motivation strategies deployed to enhance effective community participation in managing the schools**

	Response	Additional Quotes
	<p><b>Support legislation in place</b></p>	<p>“When some community members have been threatened to be jailed or pay doubled penalty charges by the primary court of law, they give us cooperation such as paying school fees and other community-based contributions aimed to improve this school. This practice, though not much, help us to increase the number of participating community members” (Chairperson of SGB 6).</p> <p>“Some among us, are very reluctant to an extent we only see them contributing their resources for the development of this school because they fear to be jailed or being charged double penalties by the court of law using our agreed by-laws” (A community member, FGI 1).</p> <p>“Indeed, we don’t have a choice, we do it when they force and threats us. But it becomes worse when they overuse force. Example, some among us used to run away from our households to our farmland huts for more than six months fearing to be arrested by the police and jailed because of delayed contributions” (A community member, FGI 7).</p>

	<b>Acknowledge and demonstrate appreciation</b>	<p>“I used to see chairperson of the school governing board together with the head of the school thanking us for our participation that leads to the successful completion of school development projects such as extra classrooms, toilets and now we are building laboratories, and some who often report to students’ indiscipline cases” (A community member, FGI 9).</p> <p><i>Awards:</i></p> <p>“Doing in this way, it encourages everybody not to miss the meeting particularly when I remember that if I attend all the meetings there is a reward” (A community member, FGI 8).</p>
	<b>Showcase elements of collaborations</b>	<p><i>Invitations and Exhibitions:</i></p> <p>“I go there because at least I see the outcome of what we routinely invest in that school as students sometimes exhibit all that they learn there. Though not much, it helps us to realised that we are not wasting our resources” (A community member, FGI 2).</p>
	<b>Establish and strengthen school/parents/community partnerships</b>	<p><i>Community voice and vote:</i></p> <p>“Our voice must be incorporated from making needs assessment to evaluation level, but also, they should consider our initiatives on how we should easier implementation of what we all decide together to develop the schools” (A community member, FGI 6).</p> <p>“I don’t know who represent us there, but if we could be voting reps of our own choice, indeed, we could be motivated and confident that we have realistic representatives in the school governing board and others all” (A community member, FGI 1).</p> <p><i>Empowerment:</i></p> <p>“Indeed, despite we are education professionals, we still need to be equipped with knowledge and skills of team’ management approach to easier the task incorporating local people in all what we can share with them” (Head of school 6).</p> <p><i>Openness and transparency to Build Trust</i></p> <p>“If they are transparent to us, and we see the outcome of what we contribute for, possible to trust our leaders. Otherwise, how can I continue giving without feedback information about how much contributed at a street or unit and ward level, how many community members</p>



		<p>volunteered to contribute for the project, how much was contributed out of how much required, spent, remains, and what next about the remains” (A community member, FGI 7).</p> <p>“Alongside making us routinely informed and sharing views about school income, expenditure, checks and balances, gaps that need their further attention, we need to know those who join us and share all that they bring here from outside this locality instead of making us rely on rumours” (A community member, FGI 10).</p>
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